A THESIS

ENHANCING STUDENTS' VOCABULARY MASTERY BY USING HUNTING WORDS GAME AT SMPN 4 MAIWA ENREKANG

BY:

MUTMAINNA
REG NUM. 19.1300.032

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUT
PAREPARE

2023

ENHANCING STUDENTS' VOCABULARY MASTERY BY USING HUNTING WORDS GAME AT SMPN 4 MAIWA ENREKANG

BY:

MUTMAINNA
REG NUM. 19.1300.032

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillmentnt of the Requirments
for the Degree Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUT
PAREPARE

2023

i

SUPERVISORY COMMISSION APPROVAL

Thesis Title : Enhancing Students' Vocabulary Mastery by Using Hunting Words Game at SMPN 4 Maiwa Enrekang

Student Name : Mutmainna

Student Reg. Number : 19.1300.032

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number: 4039 Year 2022
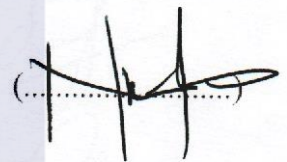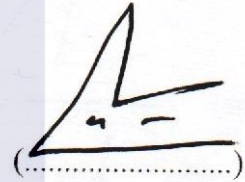
Approved By:

Principal Supervisor : Dra. Hj. Nanning, M.Pd. (.........................)

NIP : 19680523 200003 2 005

Co-Advisor : Nur Asiza, M.Pd. (.........................)

NIDN : 2016098601

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
NIP.19830420 200801 2 010

ii

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title	: Enhancing Students' Vocabulary Mastery by Using Hunting Words Game at SMPN 4 Maiwa Enrekang
Student Name	: Mutmainna
Student Reg. Number	: 19.1300.032
Study Program	: English Education
Faculty	: Tarbiyah
Basis for Assigning Examiners	: B.5216/In.39/FTAR.01/PP.00.9/12/2023
Date of Graduation	: December 21st, 2023

Approved By:

Dra. Hj. Nanning, M.Pd.	(Chair)	(................................)
Nur Asiza, M.Pd.	(Secretary)	(................................)
Dr. H. Ambo Dalle, S.Ag., M.Pd.	(Member)	(................................)
Nurul Hasanah, M.Pd.	(Member)	(................................)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
NIP.19830420 200801 2 010

ACKNOWLEDGEMENT

بِسْـــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ لِلّهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ ٱلْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ
وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

    Alhamdulillahi Rabbil 'Alamin, Praise be to the presence of Allah Swt, thank you for Allah's love and grace towards us, the most gracious, the most merciful, the king of all kings, who has given his blessing to the writer to complete this thesis entitled: "Enhancing Students Vocabulary Mastery by Using Hunting Words Game at SMPN 4 Maiwa Enrekang. Shalawat and greetings are always poured out to our prophet Muhammad Saw, a great leader, the best example for us, who has guided us from uneducated people to educated people.

    This wonderful time, the writer expresses very especial thanks to the most meritorious in the writer's life, her beloved parents Mansur Malli and Munira Darisa as well as siblings Muhammad Saifullah, Ali Imran, Dani Setiawan who give love and financial support and always expected for the best of her and pray all the time effor the writer's success.

    Her deepest appreciation to the Dra. Hj Nanning, M.Pd. as the first consultant, and Nur Asiza, M.Pd. as the second consultant who has provided a lot of motivation, guidance, and suggestions which are very helpful in completing this thesis.

    Another side, the writer would also deliver special thanks to:

1. Prof. Dr. Hannani, M.Ag. as Rector of IAIN Parepare, who has worked hard to manage education in IAIN Parepare.

2. Dr. Zulfah, M.Pd. as Dean of the Faculty of Tarbiyah IAIN Parepare, who has arranged a positive education for the students in the Tarbiyah Faculty.

3. Kalsum, M.Pd. as the chairman of English Education Program IAIN Parepare, for the fabulous service to the students.

4. Dr. H. Ambo Dalle, S.Ag., M.Pd. as the first examiner and Nurul Hasanah, M.Pd. as the second examiner who has provided many suggestions which are very helpful in completing this thesis.

5. All lecturers in the English Language Program and Tarbiyah Faculty, as well as all staff at IAIN Parepare, thank you for the time, knowledge, advice and motivation that you have given to the writer since studying at this campus.

6. Head of the IAIN Parepare Library and all his staff who have provided good service to the writer since studying at IAIN Parepare and in collecting references.

7. The principle, all lectures, staffs and the students of SMPN 4 Maiwa for their help and support to the writer during the research.

8. Researcher's friends at IAIN Parepare who always support the writer, share knowledge, and always give advice to the writer.

Finally, the writer would also like to express his deepest gratitude to all the extraordinary people, who have helped and supported writer sincerely. Hopefully this thesis can be useful for us and become a reference for further writer. Aamiin....

<div align="right">

Parepare, 30th October 2023
15 Rabiul Akhir 1445 H
The Researcher,

Mutmainna
Reg Num. 19.1300.032

</div>

DECLARATION OF THE RESEARCH AUTHENTICITY

The writers who signed the declaration below:

Name   : Mutmainna

Student Reg. Number   : 19.1300.032

Birthday date and place   : Lebani, September 22nd, 2023

Study Program   : English Education

Faculty   : Tarbiyah

Title of Thesis   : Enhancing Students' Vocabulary Mastery by Using

                                 Hunting Words Game at SMPN 4 Maiwa Enrekang

Stated that this research was her own writing and if it can be proved that is copied, duplicated, or complied by other people, this research and degree that has been gotten would be postponed.

Parepare, 30th October 2023
15 Rabiul Akhir 1445 H

The Writer,

Mutmainna
Reg Num. 19.1300.032

ABSTRACT

Mutmainna**.** *Enhancing Students' Vocabulary Mastery by Using Hunting Words Game at SMPN 4 Maiwa Enrekang* (Surpivesed by Nanning and Nur Asiza).

Vocabulary is one English language component that has an important role in expressing all ideas. Using independent and creative learning media will help students experience pleasant learning conditions without coercion. This research aims to find out whether the hunting words game is able to enhance vocabulary mastery of eighth-grade students at SMPN 4 Maiwa.

The design in this research is pre-experimental with a pre-test and post-test design. Students took a pre-test, received treatment and did a post-test. The subjects of this research were class VIII, totaling 20 students. Sampling was carried out using total sampling.
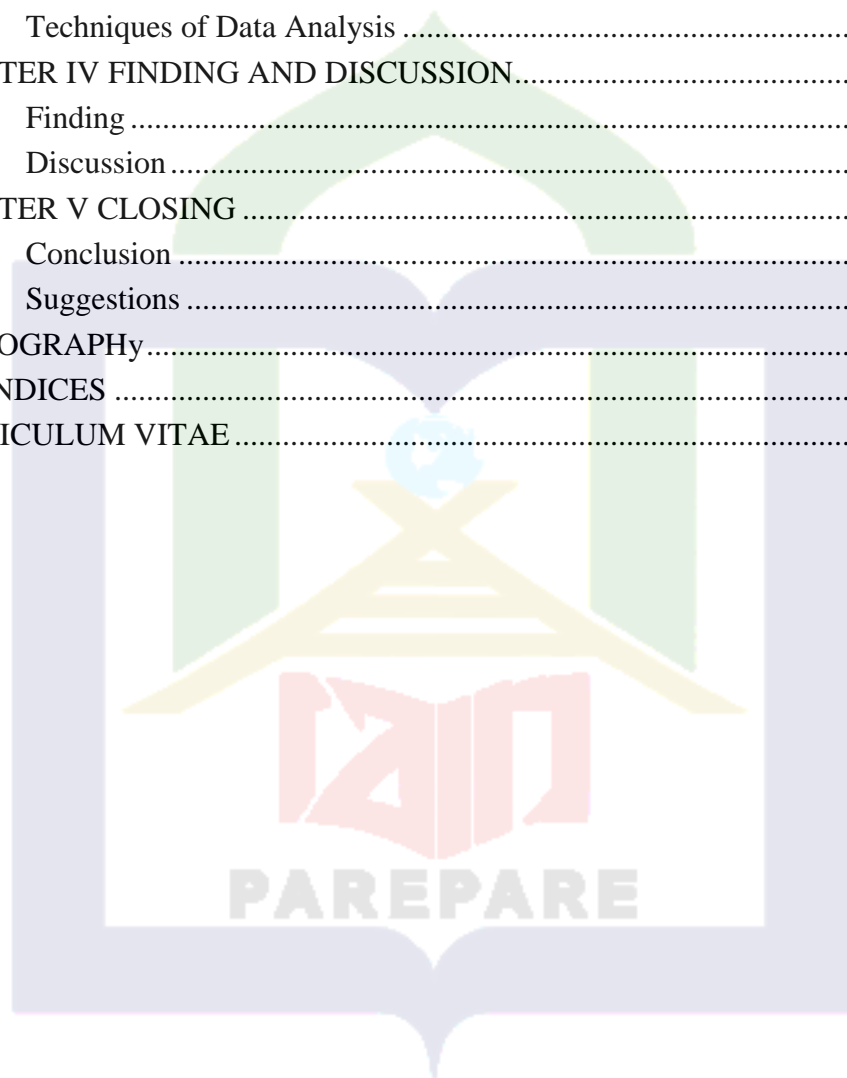
The results of this research indicate an enhancement in students' vocabulary mastery. This is shown by the difference in the results of English vocabulary mastery based on measurements between before and after treatment in the form of using word-hunting game media. In the initial measurement, the average pre-test score obtained was 45.85, the minimum score was 30, and the maximum was 72. Furthermore, after being given treatment in the form of using hunting word game media and repeated measurements, the average post-test score was 58.10, minimum value of 41 and a maximum value of 80. Hypothesis testing obtained Asymp sig 2 (2-tailed) of $0.000 < 0.05$. So, it can be concluded that hypothesis H0 is rejected and Ha is accepted, which means: "There is an influence of the use of word hunting game media on enhancing mastery of English vocabulary at SMPN 4 Maiwa Enrekang" is accepted. Moreover, the most significant enhance in students' vocabulary is the vocabulary of nous forms, students were able to describe their surrounding environment.

Keywords: Enhancing, Vocabulary Mastery, Hunting Words Game.

TABLE OF CONTENTS

LIST OF TABLES

x

LIST OF FIGURES

LIST OF APPENDICES

Number of Appendix	The Title of the Appendix
1	Lesson Plan
2	Instrument of Pre-test and Post-test
3	The students' Pre-test
4	The students' Post-test
5	Ttable
6	Documentation

CHAPTER I

INTRODUCTION

A. Background

In the process of learning English, there are four skills that students must learn and master, namely reading, writing, speaking, and listening skills. These four skills are the basic principles of mastering English. But before learning these four skills, the first thing to do is to master English vocabulary first.

Richards and Renandya explained that vocabulary is a component of language skills that explains how students speak, listen and write well[1]. It should be noted that without sufficient vocabulary knowledge, students will experience difficulties and obstacles in their academic activities. Thus it can be said that vocabulary is one of the components of the English language which has an important role in understanding reading and expressing all ideas in written or spoken form. This is in line with Yusran Pora's opinion that mastery of vocabulary is a must for someone who wants to understand reading, conversation, or writing in English[2]. Without sufficient vocabulary, it is impossible for us to be able to achieve the skills mentioned above

For students who are learning English, the lack of vocabulary mastery is a very big obstacle and an obstacle for students in mastering and using English to communicate with each other. this is because students can easily forget the words they

---

[1]Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge university press, 2002).

[2]Yusran Pora, "Develop Your Vocabulary Grammar and Idiom," *Yogyakarta: Pustaka Pelajar*, 2003.

1

learn, besides that the ineffective classroom atmosphere also inhibits students in the learning process.

Based on observation results in learning English in class there are still several obstacles, one of which is that students still experience difficulties in mastering vocabulary. This is because English is a foreign language studied by students whose structure and format are different from the mother tongue and everyday language used by students. This is shown by the fact that only a few students are able to know the vocabulary correctly. Student scores also show that the majority of students do not reach the specified KKM.

Based on the results of observations made, it can be seen that the teacher has not used the media in delivering material. Students are asked to read a vocabulary listed in the textbook at a glance then students are randomly asked to answer questions from the teacher about the meaning of the word a vocabulary orally as well.

In the learning prosess students are expected to get more opportunities to carry out learning activities rather than receiving the learning provided, this s based on constructivism theory. Based on Discroll that constructivist theory rests on the assumption that knowledge is constructed by learners as they attempt to make sense of their experience. Learners, therefore are not empty vessels waiting to be filled, but rather active organisms seeking meaning. This is means that according to constructivism theory, knowledge is built by students themselves by trying to give meaning to their experiences. But students are not just pipe channels empety waiting to be filled, but must actively seek[3].

---

[3]Marcy Perkins Driscoll and Kerry Jean Burner, "Psychology of Learning for Instruction," 2005.

Therefore, researchers want to try to use the media to overcome the problems faced by students. The media that the researcher chose are game media. Games are usually structured or semi-structured activities it is intended for entertainment and sometimes can be used as a means of education. According to Fauzi, games are a form of entertainment that is often used as a refresher for the mind from fatigue due to our activities and routines[4]. This is in line with Jill Hadfield's opinion that a game is an activity with rules, a goal and an element of fun[5]. One of the most important reasons for using games is simply that they are immensely enjoyable for both teachers and students.

The game used in teaching English is a word search, this game is an activity that can help students enhance their English vocabulary. "Word Hunting" is a word search game by connecting randomly arranged letters in a box which is usually a square. In this game the player has to find all the words hidden in the box. Hidden words can be found horizontally, vertically and diagonally. Bloodgood thinks Word Hunt helps students learn words used in different contexts[6]. Word hunting games are usually played on a piece of paper, but over time, this game has appeared in the form of a mobile game that can be downloaded for free on the Play Store. Word hunt games are educational word puzzle games better known in English as word search puzzle games. According to Soeparno, the Word Search Puzzle game aims to foster

---

[4]Fauzi Monawati, "Hubungan Kreativitas Mengajar Guru dengan Prestasi Belajar Siswa," *Jurnal Pesona Dasar* 6, no. 2 (2018).

[5]Jill Hadfield, "Elementary Communication Games: A Collection of Games and Activities for Elementary Students of English," *(No Title)*, 1984.

[6]Janet W Bloodgood and Linda C Pacifici, "Bringing Word Study to Intermediate Classrooms," *the Reading Teacher* 58, no. 3 (2004): 250–63.

and develop vocabulary mastery, especially in mastering English[7]. From this game, it is hoped that students will find it easier to enhance their vocabulary.

Therefore the researchers are interested in conducting a class action research by title: "**Enhancing Students' Vocabulary Mastery by Using Hunting Words Game at SMPN 4 Maiwa Enrekang"** Hunting words is expected to help students in the process of mastering English vocabulary.

B. Research Question

Based on the description of the background of the problem that has been stated, it can be formulated the main problem to be researched later, so that this research becomes directed and systematic and given the limited time and abilities possessed by the researcher, the problem formulation in this study is, "Does hunting words able to enhance the students' vocabulary mastery at SMPN 4 Maiwa Enrekang"?

C. Objective of the Research

The objective to be achieved by the researchers in this study are to know: Enhancing students' mastery of English vocabulary after using the Word hunting game media at SMPN 4 Maiwa Enrekang.

D. Significance of the Result

1. Theoretical utility

This research is expected to be a reference material and information for readers to add insight about enhancing students' vocabulary mastery by using hunting words games.

---

[7]Soeparno, "Media Pembelajaran Bahasa Yogyakarta," *PT. Intan Perwira*, 1988.

2. Practical use

This research is useful not only for teachers, but is also very useful for students to find out their improvement in learning English when the word game hunting media is applied in learning and the importance of participation in learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

In the research review section, researchers use literature related to the title of the thesis written as a reference, researchers express and show clearly that the problems raised in this research are different from previous studies. The literature that is considered relevant to the object of this research is as follows:

1. Indah Majidah in 2017 in her research aims to find out the effectiveness of using words hunting game to increase the students' vocabulary mastery at fifth grade of Mi AI- Huda Sumber agung in the academic year 2017/2018, by using quasi-experimental and observe research method. In collecting data, researchers used pre-test and post-test. The result of the study stated that there are significant differences between students who are taught before using words hunting game and after using words hunting game in increasing vocabulary mastery[8].

2. Annisa Wahyuningtyas in 2017 in her research aims to find out whether Word Hunts can inve students' vocabulary mastery and to find out how Words Hunts improve the vocabulary mastery of eighth-grade students of SMP N 1 Mojogedang in the 2017/2018 Academic Year. By using classroom action research method, data was collected through tests (oral tests) and non-tests (observation, interviews, and documentation). The result of the study stated that Word Hunts is appropriate to improve students' vocabulary mastery in the

---

[8]Indah Majidah, "Enhancing Students'vocabulary Mastery through Words Hunting Game of the Fifth Grade," *Edulitics (Education, Literature, and Linguistics) Journal* 2, no. 2 (2017): 70–77.

teaching and learning process. In addition, the classroom conditions are more interesting and more fun during the teaching and learning proces[9].

3. Bambang Pratolo, Riqqah Hafizhah in 2017 in her research which aims to investigate the effectiveness of using crosswords to increase vocabulary mastery. By using experimental research methods, especially quasi-experiments with a quantitative approach. In collecting data, researchers used pre-test, treatment, and post-test. The results of the study stated that the use of crossword puzzles can effectively improve students' vocabulary mastery. From the results of SPSS calculations, the score obtained by the experimental class after treatment was higher than before[10].

4. Puspita Sari Nasution in 2019 in her research which aims to find out improving students' vocabulary mastery by using Riddle game by using the research method of class action research (PTK). The data were gathered through qualitative and quantitative data. The results of the study stated that from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through Riddle game. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of Riddle game[11].

---

[9]Annisa Wahyuningtyas, "The Use of Word Hunts to Improve Students' Vocabulary Mastery," 2018.

[10]Bambang Pratolo and Riqqah Hafizhah, "The Effectiveness of Using Crossword Puzzle Games to Improve Vocabulary Mastery of the 7th Grade Students of SMP Muhammadiyah 2 Kalasan," *Teaching English as a Foreign Language Journal* 1, no. 1 (2022): 1–12.

[11]Puspita Sari Nasution, "Improving Students' Vocabulary Mastery through Riddle Game of the Eighth Grade Students at SMP IT Nurul Ilmi, Medan Area, Medan" (Universitas Islam Negeri Sumatera Utara, 2019).

From some of these studies it can be concluded that this study has similarities and differences with the research being conducted by current researchers. The similarities are that they both learn how to enhance vocabulary and use classroom action research methods, while the difference is that in the first and third studies, in data collection, previous researchers used quasi-experiments, while current researchers use pre-experiments. The difference in the second study lies in the collection of previous research data through tests and non-test data taken orally in the pre-test, post-test 1, and post-test 2. Meanwhile the current researcher collects data through tests on the pre-test and post-test. In the fourth researcher the research was conducted in 2 cycles while the current researcher researched only in 1 cycle.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary is a collection of several words that are combined, so that they have meaning. Vocabulary plays an important role and cannot be separated from other components, such as phonology, structure or grammar.

Blachowicz says that vocabulary refers to a list or set of words for a particular language or a list or set of words that speakers of any language might use. From this statement, vocabulary can be interpreted as all the words that are known or used by everyone, and that is all the words in a particular language[12]. it can be concluded that vocabulary is one area of knowledge in language, this plays an important role for learners in mastering a language, this statement emphasizes the importance of vocabulary in knowledge of a language. Herlina argues that

---

[12]Camille L Z Blachowicz et al., "Vocabulary: Questions from the Classroom," *Reading Research Quarterly* 41, no. 4 (2006): 524–39.

vocabulary can be interpreted as a collection of words understood by someone. The statement explains that vocabulary is a collection of words that someone knows[13].

Vocabulary is an important aspect of language, because it is contained in every language skill which includes listening, speaking, reading, and writing skills. From this statement it can be concluded that vocabulary is the main factor in a language, because it is needed in speaking, reading and writing. That is, a person's low ability to speak is closely related to the amount of vocabulary he has.

Based on the definitions above, although the sound is different in each order, the important point of these definitions is that vocabulary can affect people's use of language, both in spoken and written forms.

2. The Importance of Vocabulary Learning for Language Learners

In the context of the current curriculum, vocabulary becomes important when students are required to "respond to meaning" and "express meaning". Without adequate vocabulary mastery, students will not be able to meet the demands of the curriculum. Therefore, the teacher needs to pay attention to the students' vocabulary mastery. Vocabulary is one of the components of the English language which plays an important role in understanding reading and expressing all ideas in written or spoken form. Everyone will not understand what they read, write, or say when they don't know a word. Therefore, it is very important to build up a sufficient vocabulary.

---

[13]Hana Nurwahidah Sudrajat and Herlina Herlina, "Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo," *JIV-Jurnal Ilmiah Visi* 10, no. 2 (2015): 114–21.

Understanding the material or grammar alone is not enough to make someone fluent in English and have good English skills. This is where vocabulary is important to be able to speak English fluently. Learning vocabulary is a very important part of learning a language. The more words you know, the greater your ability to understand what you hear and read and the greater your ability to say what you want to say or write.

3. How to Learn Vocabulary

For foreign language learners, learning vocabulary is not as easy as acquiring a first language, so strategies for learning a foreign language must be diverse and interesting. In explaining vocabulary to students, there are several things that teachers need to pay attention to. Nation suggests several ways that can be used to explain vocabulary:

a. Explanations should be simple and concise, not unnecessarily convoluted.

b. New vocabulary can be linked to already learned vocabulary by showing patterns or analogies.

c. Explanations are presented orally and in writing.

d. Attention is paid to words whose parts are already known.

e. Students are told that the words learned are important words for communication.

f. Explanations should not use other difficult words[14].

There are several steps in the process of mastering vocabulary. Widiawati show five steps in mastering vocabulary, namely encountering new words, getting

---

[14]Paul Nation and Jonathan Newton, "1 9 Teaching Vocabulary," *Second Language Vocabulary Acquisition: A Rationale for Pedagogy* 238 (1997).

the word form, getting the word meaning, consolidating word form and meaning in memory, and using the word[15]. The first step is for students to encounter new words, a new word is certainly a difficult word in terms of spelling, meaning, and usage. To find out, students need to take the second step by paying attention to spelling and speech the third step is taken to understand the meaning of the word. The fourth and fifth steps are taken to really master the 5 new words, that is, by uniting the form and meaning in memory, and using it in communication acts.

Sonbul & Schmitt have proposed two main approaches to vocabulary learning in the language being learned, and they are: 'explicit learning' or learning vocabulary when the focus is on the words to be learned, and incidental learning' or learning vocabulary as knowledge. addition to any language learning. activities, such as reading or listening[16]. Explicit learning refers to a direct approach where vocabulary learning is the main focus, while implicit learning refers to indirect vocabulary learning where students recognize words from reading or listening to them.

Ghazal mentions the taxonomy in vocabulary learning strategies namely: (1) Knowing the word involves knowledge (of its general frequency of use, syntactic and situational restrictions on its use); (2) Its basic form and derivable forms, its network of semantic features; and (3) The various meanings associated with the item[17].

4. Types of Vocabulary

---

[15]Widiawati, "An Analysis of Teaching Method in Teaching Vocabulary," 2021.

[16]Suhad Sonbul and Norbert Schmitt, "Direct Teaching of Vocabulary after Reading: Is It Worth the Effort?," *ELT Journal* 64, no. 3 (2010): 253–60.

[17]Lotfi Ghazal, "Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies," *Novitas-Royal (Research on Youth and Language)* 1, no. 2 (2007).

There are types of vocabulary that are explained by the experts. Further, according to Thornbury, the words divide into eight classes, those are:

a. Nouns: reference to an object. Such as: bits, pieces, records, players.

b. Pronouns: personal, possessive, reflexive, reciprocal, demonstrative, relative, interrogative, indefinite. Such as: I, them

c. Verbs: predication of an action. Such as: like, looking, doing, to look.

d. Adjective: modification by a property. Such as: old, second, new.

e. Adverb: a word which modifies the meaning of a verb, an adjective or another verb. Such as: up, cheerfully.

f. Preposition: a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Such as: for, like.

g. Conjunction: a word which merely joins together sentences, and sometimes words. Such as: and, or.

h. Determiner: a word that comes before a noun and points it out without describing it the way that an adjective does. Such as: in the phrase my boyfriend, that strange woman. The word my and that is determiner[18].

Of the types of vocabulary above, the researcher focused on verbs and nouns, because the syllabus that the researcher took was about actions that are occurring at the moment (present continuous tense), where the present continuous tense uses verbs and uses complements such as nouns.

5. **Definition of Game**

---

[18]Scott Thornbury, "How to Teach Grammar," *Readings in Methodology* 129 (1999).

According to the Big Indonesian Dictionary, a game is a play. A game is an activity that has the nature of recreation or entertainment where there are one or more players. According Clark, games are activities that involve player decisions, trying to achieve goals limited by a certain context[19].

The use of game methods in learning is actually not new anymore, in this day and age with the development of technology, methods in the learning process are also developing. Therefore, by considering the important role of games in the teaching and learning process, the implementation of teaching methods can be maximized.

6. Hunting Word

Word Hunt" is a word search game by connecting randomly arranged letters in a column. Here the researcher uses the word search puzzle application which can be downloaded in the Playstore for free. Word search puzzle designed and published by Norman E. Gibat at Selenby Digest on March 1, 1968, in Norman, Oklahoma[20]. Word search puzzle usually arranged randomly on a square box. Inside the box are hidden words that can be found horizontally, vertically and diagonally.

This game requires eye, brain and hand coordination. Puzzle games consist of puzzle pieces when arranged to form certain imitations/examples. The larger the shape of the puzzle, the higher the level of complexity. By playing puzzle games, the brain becomes sharper and one's memory enhance. In this game, the player has to find the hidden words among the many characters on the game board. In the

---

[19]Petros Lameras et al., "Essential Features of Serious Games Design in Higher Education: Linking Learning Attributes to Game Mechanics," *British Journal of Educational Technology* 48, no. 4 (2017): 972–94.

[20]https://en.m.wikipedia.org/wiki/word_search diakses pada saturday 15 Juli 2023, jam 10.56

word search puzzle evaluation view, the requested words can be searched for among the characters on the game board.

7. **How to Play Hunting Word**

a. The image below shows the main menu display of the Word Search Puzzle game. In this view there are 3 features namely "Play" to start the game, "themes" to choose a theme from the vocabulary to be learned, "infinite" to choose the level of the game and "Settings" to set the game.

   In the learning process, the types of games to be played are looking for words, composing words and making sentences.
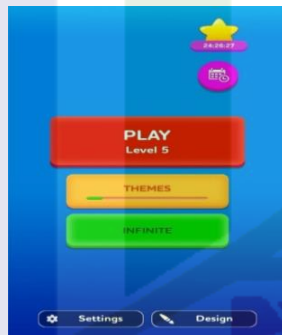
   Pictures 2.1 Intial View of the Word Search Puzzle

b. On the themes menu, there are 28 themes available, players can choose the theme they like. Among them: actors, animals, cities, foods, sports, sweets, transports, trees, drinks, friendship, countries, geek, clothes, music, nature, names, monuments, painters, jobs, house, cars, space, writers, musicians, movies, brands, tv shows and colors.
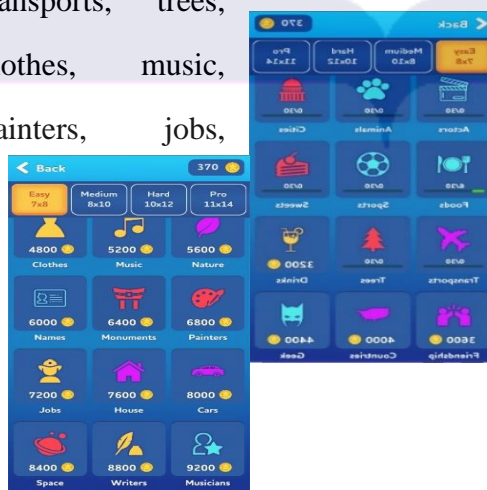
   Pictures. 2.2. Word Search Puzzle Theme

However, at the beginning of the game not all themes are open, only 8 themes can be accessed, namely: actors, animals, cities, foods, sports, sweets, transports, and trees. to be able to unlock other themes players need to collect as many coins as possible, coins are collected by completing one level of the game.

c. On the play menu, players can search for the appropriate wordwith the questions below the playing board, and players can answer by dragging the grid board vertically, horizontally and diagonally. If an answer has been found, the available questions are crossed out automatically.
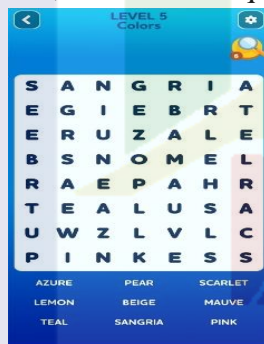
Pictures. 2.3. Word Search Puzzle Display

d. After the player successfully completes the game, the word "finish" appears which indicates that the game level has been completed and there is a choice of the next level to continue the game.
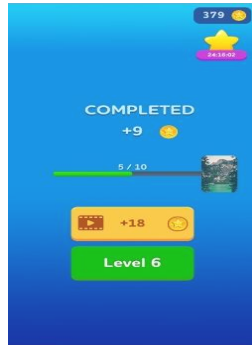
Pictures. 2.4. Word Search Puzzle Final View

8. The Advantages and Disadvantages of Hunting Words Game

a. The Advantages

1) Players can choose a variety of themes according to their individual tastes. For example, seasonal themes, food themes, animal themes, and so on.

2) Easy to play and suitable for all ages. You don't need to have any special skills or experience to play this game.

3) Easy to access and download via App Store or Google Play Store.

b. Disadvantages

Annoying ads – Like mobile games in general, this game also displays quite annoying ads. Even though this ad can be removed by buying the premium version, this is certainly a drawback for players who don't want to spend money.

C. Conceptual Framework

The chart created is a way of thinking for researchers to make it easier for readers to think so that it is easier to understand and understand. As for the charts make related to the research title "Enhancing Students Vocabulary Mastery Using by Hunting Word Game at SMPN 4 Maiwa Enrekang"

```
          ┌─────────────────────────────┐
          │ Students Lack of Vocabulary  │
          └─────────────────────────────┘
                        │
          ┌─────────────────────────────┐
          │      Hunting Words Game      │
          └─────────────────────────────┘
           │                          │
  ┌─────────────────┐      ┌──────────────────────┐
  │     Thema       │      │        Method        │
  │     Foods       │      │     Word Search      │
  │     Sports      │      │   Construct Words    │
  │   Transports    │      │  Looking For Meaning │
  │      Jobs       │      │                      │
  │     Space       │      │                      │
  └─────────────────┘      └──────────────────────┘
           │                          │
          ┌─────────────────────────────┐
          │    Students' Enhancing of    │
          │      Vocabulary Mastery      │
          └─────────────────────────────┘
```
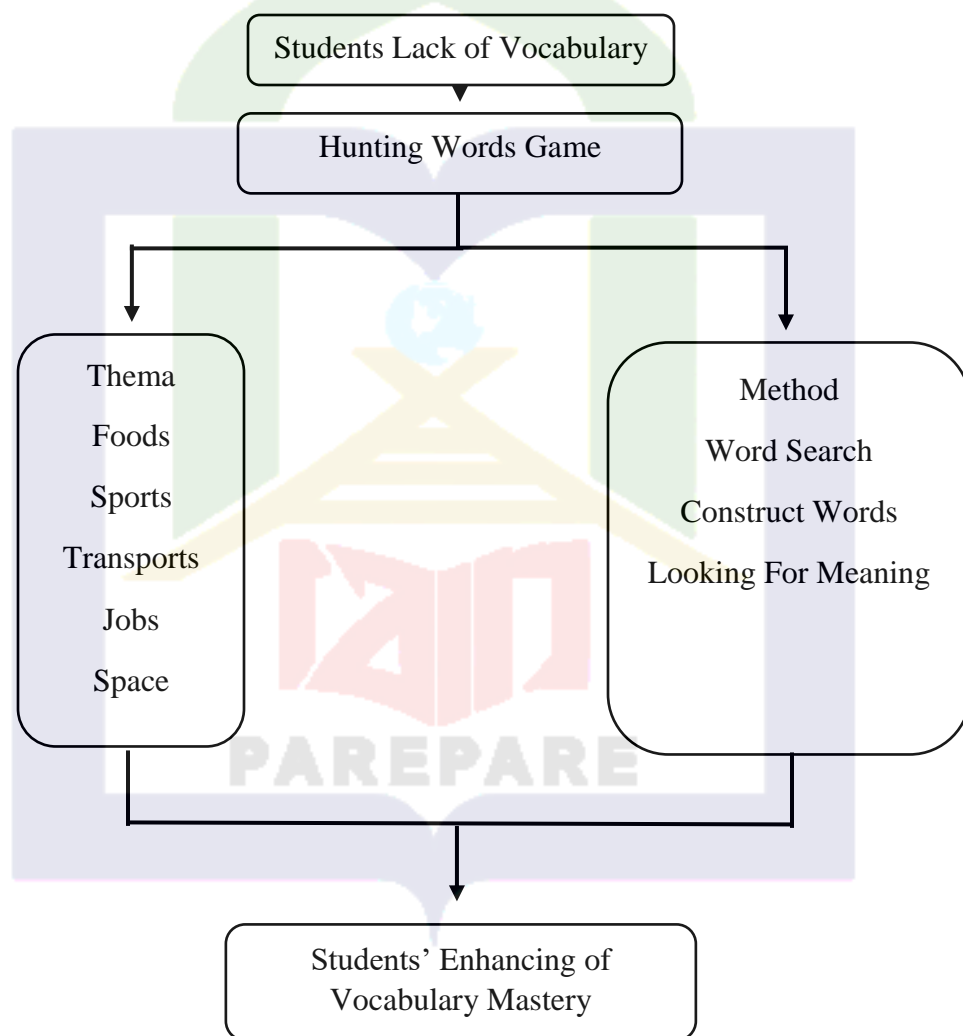
Pictures 2.5 The Conseptual Framework of the Research

D. Hypothesis

Hypothesis is an assumption that may be true but can also be wrong. Hypothesis is a temporary answer to the problem studied by researchers which is theoretically considered the most likely or highest truth, in this study the hypothesis can be categorized as follows:

1. Null hypothesis (H_0): the use of hunting words cannot enhance students' vocabulary at SMPN 4 Maiwa.

2. Hypothesis alternative (H_a): the use of hunting words can enhance students' vocabulary at SMPN 4 Maiwa.
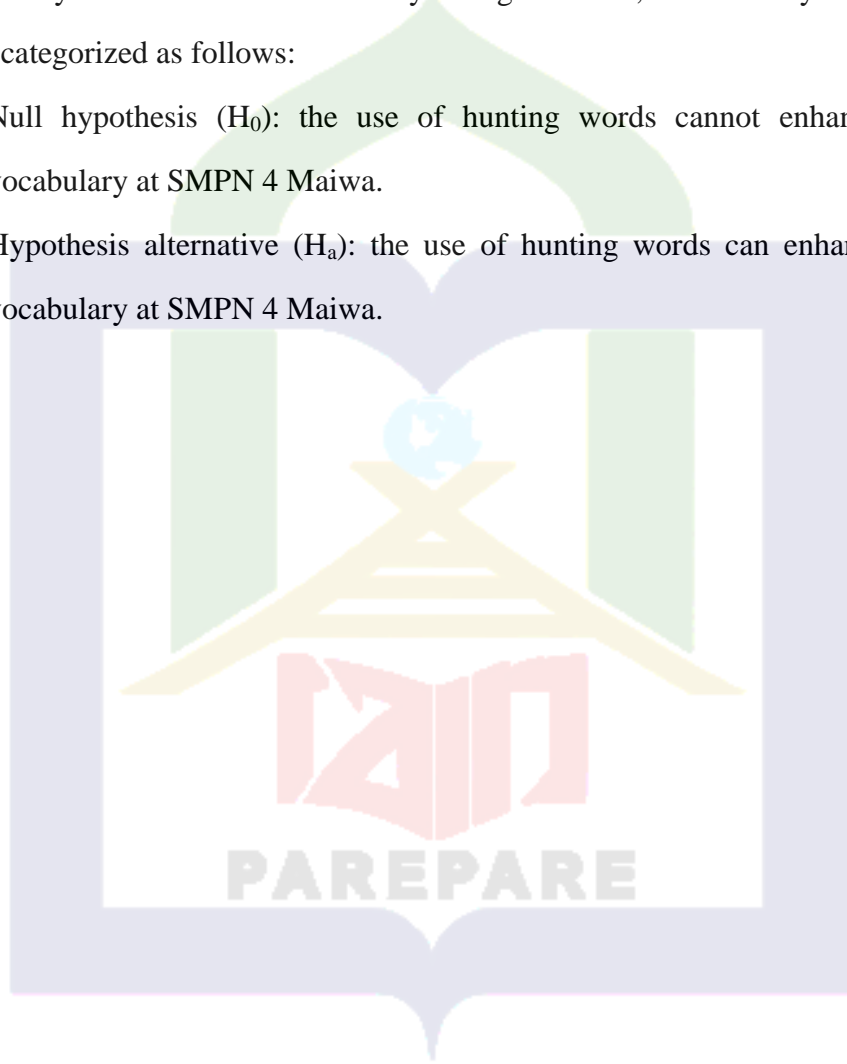
CHAPTER III

RESEARCH METHOD

A. The Research Design

The research method used in this study is the experimental method. This research is included in the Pre-Experimental type with a one group pre-test-post-test design study design which is represented in the following diagram:

$$E = O1 \times O2$$

Where:

E   : Eperimental

O1   : Pre-test

X   : Treatment

O2   : Post-test

B. Location and Duration of the Research

1. Research location

The research location used as a place for conducting research related to the problem raised is enhancing students' vocabulary mastery by using hunting words game at SMPN 4 Maiwa, in Lebani village, District of Enrekang, Sub Maiwa.

2. Research time

After preparing the research proposal and having received a research permit, the researcher carried out research out for approximately 1 month.

19

C. Popolution and Sample

1. Population

Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics set by researchers to study and then draw conclusions.

The population of this study were students of SMPN 4 Maiwa. However, the researcher took one class, namely class VIII which consisted of 20 students.

Table 3.1 Population of Class VIII Students at SMPN 4 Maiwa

No.	Class	Sex		Number of students
		Male	Female	
1	VIII	10	10	20
	The total students	10	10	20

Source: Junior High School 4 Maiwa 2023

2. Sample

The sample is part of the number and characteristics possessed by the population. in determining the sample researchers used total sampling. Total sampling is a data collection technique where the number of samples is equal to the population[21].

In this study the sample consisted of the entire population of class VIII students at SMPN 4 Maiwa. The reason for choosing VIII grade students as research subjects was based on the consideration that VIII grade students did not have satisfactory motivation and had a lower average score in English compared to other classes.

---

[21]Sugiyono.

D. Instrument of the Research

The type of data used in this research is quantitative data, which means data formed from words, sentences and numbers. This data is obtained through various kinds of data collection techniques, such as observation and tests.

1. Observation

   The purpose of this observation are to find out more about the location and quality of students' vocabulary acquisition at school. The researcher observed all the activities of all the students in learning vocabulary,

2. Test

   Test The researcher also used a vocabulary test. This is given to students to find out the extent to which students have English vocabulary skills. The test was given at the end of the action step to determine the students' success in learning. The test results were also used to measure the success of the action implementation.

3. Documentation

   The documentation used in this research is photographs of teaching and learning activities during the research.

E. Procedure of Collection Data

1. Pre-test

   The pre-test was given to determine the students' initial ability in vocabulary mastery.

2. Treatment

Treatment is the provision of conditions whose effects will later be assessed. Treatment is carried out after a pre-test in class. The material provided is based on the syllabus, the treatment is carried out over 4 meetings as follows:

a. The first meeting

1) The researcher opens the class and greets the students.

2) The researcher will introduce himself and explain the learning objectives.

3) Researchers motivate students to enhance learning vocabulary

4) Researchers began to introduce the word search application used in the learning process.

5) Researchers give conclusions at the end of learning.

b. The second meeting

1) The researcher opened the class and checked the students' attendance.

2) Researchers provide motivation to students.

3) The researcher explains again about the use of the words search application.

4) Researchers start learning by asking students to start playing words search.

5) Researchers give students practice to translate the vocabulary they get into Indonesian.

6) Researchers provide conclusions at the end of learning.

c. Third meeting

1) The researcher opened the class and checked the students' attendance.

2) Researchers provide motivation to students.

3) The researcher did a flashback about the previous material.

4) Researchers form groups, then students compete to collect vocabulary in the words search application.

5) Researchers ask students to translate the vocabulary they get into Indonesian.

6) The researcher asked the students to make a sentence from the vocabulary they got.

7) Researchers provide conclusions at the end of learning.

d. Fourth meeting

1) The researcher opened the class and checked the students' attendance.

2) Researchers provide motivation to students.

3) The researcher gives an evaluation to students regarding the previous material.

4) Researchers provide conclusions at the end of learning

3. Post-test

The post-test was given to determine the students' vocabulary mastery ability after being given the treatment.

F. Techniques of Data Analysis

This study used quantitative data. Quantitative data analysis in the form of a vocabulary test of 2o questions. In the vocabulary test, it was determined that it ranged from 0-100 by taking into account the correct answer. The correct answer is given 2 while the wrong answer is given 0, by applying the following formula[22]:

---

[22] M.Si Taufiqqurrachman, "Cara Hitung Kuesioner pada Skala Likert," 2022.

$$S = \frac{R}{N} \, x \, 100\%$$

Where:

S   : Score

R   : The number of correct answers

N   : The number of questions

Classifying the score of students by using follow scale[23]:

Table 3.2. Student Score Criteria

No	Score	Classification
1.	80-100	Execellent
2.	66-79	Good
3.	56-65	Fair
4.	40-55	Poor
5.	30-39	Very Poor

Source: Classifying the score of students by using follow scale

The data obtained from this research was analyzed to find out whether the word search application was able to enhance students' vocabulary mastery. Data were analyzed automatically using SPSS Statistics 26:

1. Open a new worksheet by selecting File-New.

2. Fill in variable data according to the required data.

3. Fill in the data in the Data View according to the data obtained.

4. To run this procedure, select Analyze – Compare from the menu means – One Sample T Test.

5. Enter the Achievement variable in the Test Variable (s) box and enter 15 in the box Test Values.

---

[23] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 3* (Bumi Aksara, 2021).

6. Click Options so that a dialog box appears. Fill in 95 % in the specified interval and select exclude cases analysis by analysis, click continue, then Ok[24].

This research is declared successful if the T value is higher than the T-evaluation.

---

[24]Prana Ugiana Gio and Elly Rosmaini, "Belajar Olah Data dengan SPSS, Minitab, R, Microsoft Excel, EViews, Lisrel, Amos, dan SmartPLS," *Universitas Sumatera Utara, Medan, Indonesia*, 2016.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The findings of this research relate to the classification of students' pre-test and post-test. To find out the questions in the previous chapter, the researcher gave the test twice. The pre-test was given before the treatment to determine the students' vocabulary mastery, while the post-test was given after the treatment through the hunting words game and the results of the post-test of this research can answer the research question which aims to find out whether the hunting words game can enhance the vocabulary mastery of class VIII SMPN students' 4 Maiwa Enrekang, if the post-test results are higher than the pre-test results, it means the media is effective.

1. Students' vocabulary mastery through the word hunting game at SMPN 4 Maiwa Enrekang.

   In this section, the results of data analysis regarding vocabulary mastery through hunting words games for eighth-grade students at SMPN 4 Maiwa Enrekang are presented and a discussion of how to play hunting words to enhance students' vocabulary mastery.

   a. The Students' Score on the Pre-test and Post-Test.

   To obtain data from the result of the pre-test and post-test, the researcher used the formula below:

$$\text{Score} = \frac{students'\ corret\ answer}{the\ total\ number\ of\ questions}\ x\ 100\%$$

The researcher obtained the pre-test data which was the students' score before giving treatment using hunting words game. While the post-test data was the students' score obtained after being given treatment using a hunting words game.

Table 4.1 Students' Score in The Pre-test and Post-test.

No	Name	Score X1 (Pre-test)	Classification	Score X2 (Post-test)	Classification
1.	RS	48	Poor	50	Poor
2.	HK	30	Very Poor	50	Poor
3.	NM	55	Fair	65	Fair
4.	MA	35	Very Poor	41	Poor
5.	JN	50	Poor	59	Fair
6.	HI	35	Very Poor	46	Poor
7.	MFF	35	Very Poor	46	Poor
8.	RAP	35	Very Poor	41	Poor
9.	MSA	35	Very Poor	50	Poor
10.	MAN	40	Poor	54	Fair
11.	NAA	65	Fair	72	Good
12.	D	68	Good	77	Good
13.	MPA	53	Poor	74	Good
14.	MQI	33	Very poor	65	Fair
15.	NA	48	Poor	70	Good
16.	FA	50	Poor	61	Fair
17.	NAT	50	Poor	57	Fair
18.	AI	50	Poor	61	Fair
19	SR	72	Good	80	Execellent
20.	MAS	30	Very Poor	43	Poor
	Total	914.5		1160.87	

Source: Student Pre-test and Post-test Results

b. Classification and frequency of student scores on the pre-test and post-test.

Description of the results of data analysis for enhancing students' vocabulary using the hunting words game, where data was collected from 20 students. The tests given by researchers were in the form of pre-test and post-test.

Table 4.2 Frequency and Percentage of Classification of Student Content Values.

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	%	Frequency	%
1.	Excellent	80-100	0	-	1	5
2.	Good	66-79	2	10	4	20
3.	Fair	56-65	2	10	7	35
4.	Poor	40-55	8	40	8	40
5.	Very Poor	30-39	8	40	0	-
	Total		20	100%	20	100%

Source: Student Pre-test and Post-test Scores.

The table above shows the enhancement in students' vocabulary in the pre-test and post-test questions. During the pre-test, only 2 students got good scores, 2 students got fair scores, 8 students got poor scores and 8 other students got very poor scores and not a single student got a very good score. During the post-test, the students showed an enhance, 1 student got excellent score 4 students got good scores, 7 students got fair scores, 8 students still got poor scores but not a single student got very poor scores.

c. Total Student Vocabulary Test Score Using SPSS

From table 4.2, it can be seen that the learning outcomes of class VIII students at SMPN 4 Maiwa Enrekang are seen from the total pre-test and post-test scores. After that, enter it into the SPSS application. In this case, to find out the results of

students' vocabulary learning. Student learning outcomes can be seen in the following table;

Table 4.3. Pre-test and Post-test Learning Results at SMPN 4 Maiwa with SPSS

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	45.85	20	12.659	2.831
	Post-test	58.10	20	12.264	2.742

source: SPSS output 26 of 2023

Based on the table above, it can be seen that the maximum pre-test score obtained by class VIII students at SMPN 4 Maiwa was 72, while the minimum score was 30. The average obtained was 45.85 with a standard deviation of 12.659. Meanwhile, the maximum post-test score obtained is 80, while the minimum score is 40. The average obtained is 58.10 with a standard deviation of 12.264.

2. Data Analysis Using SPSS

   a. Normality test

   This test is carried out before calculating the t-test. According to Ghozali, the normality test aims to find out whether each variable is normally distributed or not[25] The data is normally distributed because the significance is greater than 0.05 (5%). The results can be described as below:

Table 4.4 Normality Test using SPSS

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.78423553

---

[25] Imam Ghozali, "Aplikasi Analisis Multivariete dengan Program IBM SPSS 23," 2016.

Most Extreme Differences	Absolute	.145
	Positive	.099
	Negative	-.145
Test Statistic		.145
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS output 26 of 2023

From the table above, researchers used the Kolmogorov-Smirnov Test for normality testing, and it can be seen that the significance of the data in the Kolmogorov Smirnov Table is 0.200. This means that the data is normally distributed, because the significance value is greater than = 0.05.

b. Hypothesis test

Hypothesis testing has the function of determining assumptions while being formulated by the researcher. The following hypothesis that the researcher proposed was determined previously. Based on homogeneity and normality tests, the statistics applied are parametric statistics with paired sample t-test. The following is the hypothesis that the researcher set previously:

1) Null Hypothesis (Ho): "There is no effect of using the Duolingo Application on enhancing the vocabulary of Class VIII students at SMPN 4 Maiwa Enrekang"

2) Alternative Hypothesis (Ha): "There is an influence of using the hunting words game to enhance the vocabulary of Class VIII students at SMPN 4 Maiwa Enrekang"

Table 4.5 Paired Sample Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	45.85	20	12.659	2.831
	Post-test	58.10	20	12.264	2.742

Source: SPSS output 26 of 2023

From the table above, descriptive statistics are shown for the two samples studied, namely pre-test and post-test. For the pre-test score, the average learning result or mean was 45.85, while for the post-test score, the average learning result value was 58.10. The number of students used as research samples was 20 students. For Std values. Deviation (standard deviation) in the pre-test was 12,659 and post-test was 12,264. the last is the Std value. Mean error for the pre-test was 2.831 and for the post-test was 2.742. Because the average value of student learning outcomes in the pre-test is 45.85 < post-test 58.10, this means that descriptively there is a difference in the average learning outcomes between the pre-test and post-test results.

Next, to prove whether the difference is really real (significant) or not, we need to interpret the results of the paired sample t test contained in the output label "Paired Samples Test"

Table 4.6 Interpretation of the Output Paied Samples Correlation Table.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	20	.844	.000

source: SPSS output 26 of 2023

The table above shows the results of the correlation test or relationship between the two data or the relationship between the pre-test and post-test variables. Based on the data above, it is known that the correlation coefficient value is 0.844 with a significance value (sig) of 0.000. because the sig value is 0.000 < probability 0.05, it can be said that there is a relationship between the pre-test and post-test.

Table 4.7 Interpretation of the Paired Samples Test Output Table.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-12.250	6.965	1.557	-15.510	-8.990	-7.865	19	.000

Source: SPSS output 26 of 2023

Based on the "Paired Sample Test" table above, known value Sig. (2-tailed) is 0,000 smaller than the probability value (level significance) 0.05, then it is stated that H0 is rejectedand H1 is accepted. It can be seen that there is the difference between the average learning outcomes of participants students based on pre-test and post-est, which This means that there is a significant difference in learning outcomes after using the hunting words game media in increasing students' vocabulary mastery at SMPN 4 Maiwa Enrekang.

The table above also contains information about values "Mean Paired Differences", this value shows the difference between the average value of the pre-test learning results with a post-test of -12,250. Difference the difference is between -15,510 to -8,990 (95% Confidence Interval of the Difference Lower and Upper). In table "Paired Samples Test" is known to have a t value negative, namely -7.865, the calculated t is negative caused by the average value of learning outcomes pre-test

lower than average learning outcomes post-test. In a context like this, value a negative t count can have a positive meaning. So that tcount value becomes 7.865.

Next is the stage of finding the Ttable value, where Ttable is searched based on the df (degree of freedom or degrees of freedom) and value significance ($\alpha/2$). From the table above, the values are known df is 19 and the value 0.05/2 is equal to 0.025. This value is used as a reference in searching Ttable value in the statistical Ttable value distribution. So, the Ttable value obtained is 2.093. With so the value of Tcount is 7.865 > Ttable 2.093, then according to the basis for decision making above that H0 is rejected and H1 is accepted. So, that it can proven that there is a difference significant on the average value of learning outcomes pre-test with post-test, which means there are changes significant learning results after using hunting words game media in increasing vocabulary mastery of students at SMPN 4 Maiwa class VIII.

B. Discussion

From the research results, researchers found that students who were taught through word hunting games could obtain better results in learning English vocabulary. Data results were taken from 20 students by carrying out pre-tests and post-tests in the form of multiple choice questions, translating words and searching for words.

1. Students' vocabulary understanding before and after implementing the hunting words game.

The research began by conducting a pre-test to determine the extent of students' vocabulary mastery. From the pre-test results, it can be seen that the students' scores are still far from what was expected, there were still many students who got very poor grades, namely 8 students with an average score of 48.85.

Most of the students still don't understand and most of them still don't remember the vocabulary they already have taught. And the vocabulary captured by students is still very low, which is proven to still exist problems when working on evaluation questions, most students still have difficulty in answering the questions that have been given. This shows that students' vocabulary mastery can be said to be still lacking, and still need it to enhance their understanding of their vocabulary.

After carrying out the pre-test, students were given treatment, namely in the learning process the researcher used media, namely the hunting words game, for four meetings.

After receiving treatment using the hunting words game, students' vocabulary mastery can be said to have enhanced. This can be seen from the students' post-test results which have enhanced, the average score from the students' post-test is 58.10, where there is one student who gets an excellent score and there are no other students who get very poor marks.

It is to enhance vocabulary mastery English. This can be shown by the calculation results of the pre-test average of 45.85 and the post-test average of 58.10. The average enhancement in the pre-test and post-test was 12.25. This is in line with research conducted by Dede Gita Pratiwi that there was a significant increase in students' vocabulary achievement after implementing digital crossword puzzles in the learning process, and the implementation of digital crossword puzzles has had a positive impact students' vocabulary mastery in all aspects of vocabulary types, in particular noun. In conclusion, students' grades increased after the researchers

implemented it digital crosswords in vocabulary learning. This means students can improve their vocabulary by using digital crosswords[26].

After using the hunting words game, class conditions were better active and all students more enthusiastic about attending class using the hunting words game. The students had fun collaborate with other people and they enjoy it. This is in line with constructivism theory which requires students to be actively involved in learning and another consequence is that students must prepare themselves well outside class hours. Students have a big responsibility to search as widelty as possible for the background material for learning, so that they can participate well in learning. Based on the opinion of Thomas M. Duffy and David H. Jonassen that constructivist assumptions learning is an active process in which meaning develops on the basic of experience[27]. This is supported by research conducted by Dini Restu Profita, Gunarso Susilohadi, Teguh Sarosa in the results of their research showing an increase in students' vocabulary mastery and providing a good effect in the teaching and learning process. The average score for the pre-test was 50, post-test 1 was 69, and post-test 2 was 80. Apart from that, there was a good influence on the teaching and learning process, such as students being more active in participating in the lesson; the students became less noisy; students are not shy about answering questions; and students can focus more on lessons[28].

In enhancing vocabulary students can identify the meaning of the word and also pronunciation of these words. This is in line with Dale's opinion, in Tarigan, that the

---

[26] Gita Pratiwi Dede, "Improving Vocabulary Mastery by Using Digital Crossword Puzzle in SMP Negeri 22 Bandar Lampung," 2023.

[27] Thomas M Duffy and David H Jonassen, *Constructivism and the Technology of Instruction: A Conversation* (Routledge, 2013).

[28] Dini Restu Profita, Gunarso Susilohadi, and Teguh Sarosa, "Improving English Vocabulary Mastery by Using Crossword Puzzle," *English Education* 2, no. 2 (2014).

role of vocabulary can be guide and guide students towards more experiences extensive and provides more new experiences. More vocabulary that students master, the easier it will be for students to understand reading[29].

2. Enhancing Students' Vocabulary by Using the Hunting Words Game.

Based on research findings, students' vocabulary mastery shows an enhancement as seen in table 4.1. Before giving treatment to students, students' skill abilities were classified as low. This can be seen from the results of the frequency and percentage of students' pre-test scores out of 20 students, namely 2 students (10%) got a "Good" score, 2 students (10%) got a "Fair" score, 8 students (40%) got a score "Poor", and 8 students (40%) got a "Very Poor" score and none of the students got a "Very Good" score. This shows that the student is lazy and not very interested in learning vocabulary.

However, after teaching using the hunting words game, students' vocabulary enhanced. This can be seen from the results of the frequency and percentage of post-test scores from the same 20 students, namely 1 student (5%) got a "Very Good" score, 4 students (20%) got a "Good" score, and 7 students (35, %) got a "Fair" score. 8 students (40%) got a "Poor" score but there were no more students who got a "Very Poor" score. These results show that the use of the hunting words game method has a good effect on enhancing students' vocabulary mastery.

The findings of the paired statistical analysis show that the use of the hunting words game method can enhance students' vocabulary mastery. This can be seen from the average student pre-test score of 48.85 and post-test of 58.10. A comparison of

---

[29]Henry Guntur Tarigan, "Menulis sebagai Keterampilan Berbahasa," *Bandung:Angkasa*, 2008.

the average scores on the pre-test and post-test shows that there are differences and enhancing compared to before.

In making the final decision the researcher used the paired sample test. According to Widiyanto paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, characterized by differences in the average before and the average after treatment is given[30]. Researcher use the following hypothesis formulation: the null hypothesis (H_0) there is no difference in the average learning outcomes of the pre-test and post-test, which means there is no influence of using the hunting words game in enhancing the vocabulary of class VIII students at SMPN 4 Maiwa. And the altenative hypothesis (H_a) there is an average difference between students' pre-test and post-test learning results, which means there is an influence of using the hunting words game in enhancing the vocabulary of class VIII students at SMPN 4 Maiwa.

According to Singgih Santoso, guidelines for decision making in the paired sample t-test are based on the significance value (sig). spss output results are as follows[31]:

a. If the Sig (2-tailed) value is less than 0.05 then H0 is rejected and Ha is accepted.

b. On the other hand, if the Sig. (2-tailed) is greater than 0.05 then H0 is accepted and Ha is rejected.

The results of the study using the final t-test showed that there were differences in learning outcomes in the English vocabulary mastery of class VIII students at SMPN 4 Maiwa before and after using the hunting words game in the learning process. This

---

[30]Joko Widiyanto, "SPSS for Windows untuk Analisis Data Statistik dan Penelitian untuk Analisis Data Statistik dan Penelitian" (Surakarta: FKIP Universitas Muhammadiyah Surakarta, 2016).

[31]Singgih Santoso, *Statistik Parametrik* (Elex Media Komputindo, 2010).

is proven by the results of the t-test which shows the sign value. (2-tailed) is 0.000 < 0.05, so H0 is rejected and Ha is accepted, which means that there are differences in the use of hunting words games in the learning process. In other words, the hunting words game can enhance the mastery of English vocabulary in class VIII students at SMPN 4 Maiwa.

Table 4.7 also contains information regarding the Mean Paired Differences value, which is -12,250. This value shows the difference between the average pre-test learning results and the average post-test, where the student's pre-test score is 30 to 72 and the student's post-test score ranges from around 40 to 80 with an average score of -12,250 and the difference is between -15,510 to -8,990 (95% confidence interval of the difference). As well as the results of value analysis learning results using the t-test show tcount value 7.865 > ttable 2.093 with level significance α = 0.05. Which means there is significant differences in learning outcomes after hunting words game method in improving vocabulary mastery of class VIII students at SMPN 4 Maiwa Enrekang. This proves that the use of the hunting words game can enhance the vocabulary mastery of class VIII students at SMPN 4 Maiwa.

Several research results show that the use of hunting words game media is capable of enhancing vocabulary mastery. The hunting words game media used is able to help students in learning. In line with this, Indah Majidah, in her research, conveyed the findings that the use of the hunting words game made students very interested in learning English, so that the hunting words game was able to enhance students' vocabulary mastery and motivate students to learn English vocabulary[32]. This finding is strengthened by previous research conducted by Annisa

---

[32]Majidah, "Enhancing Students' Vocabulary Mastery through Words Hunting Game of the Fifth Grade."

Wahyuningtyas which stated that the hunting words game was able to enhance students' vocabulary mastery and enhance student motivation in the learning process using the hunting words game[33].

Several research results show that the use of word hunting game media can be used enhance vocabulary mastery. The word hunting game media used is able to help students in learning. At the same time, Indah Majidah conveyed her findings that there were significant differences between students who were taught before using word hunting games and after using word hunting games in enhancing vocabulary mastery.

The use of appropriate and practical media can be a solution to enhance students' very poor English vocabulary. The teacher's ability to choose good media is very necessary because the use of media can determine the level of success in language learning, in addition to the learning material itself. If we look at the research results, it can be concluded that the word hunting game media is considered to be able to enhance students' vocabulary because it can be used anytime and anywhere and is easy to apply in teaching, even though the lesson material is not based on communicative competence, it can be enjoyed by students because students can learn while playing. Apart from being fun, this media is also very familiar to the public, so students do not experience difficulties when implementing the hunting words game media. This media can also make it easier for students to remember vocabulary in English.

1. How to Apply the Hunting Word Game to Enhance Students' Abilities.

---

[33]Annisa Wahyuningtyas, "The Use of Word Hunts to Improve Students' Vocabulary Mastery," *Widya Wacana: Jurnal Ilmiah* 12, no. 2 (2017).

The word hunting game method has an impact on enhancing students' vocabulary. In fact, based on these findings, the majority of students had excellent scores on the post-test. This means that this treatment succeeded in enhancing students' mastery of knowledge. The playing while learning method makes the learning process interesting.

There were six meetings to carry out treatment for this research. Initially, before giving treatment, students carry out a pre-test which aims to determine students' abilities in mastering vocabulary before receiving treatment. The steps for this test are that the researcher gives 20 multiple choice questions, translates the words of 10 questions and searches for 10 words so the total number of pre-test questions is 40 questions. Researcher also ask students for some vocabulary after giving the pre-test. This aims to determine students' abilities in mastering vocabulary before receiving treatment.

Most students have many correct answers in multiple choice, this type of test in the pre-test is easy for students. They know the meaning and can immediately choose the right answer from the 4 possible answers that have been prepared for each question.

At the first meeting, at the beginning of the lesson, the researcher greeted the students as usual. Then the whole class prayed together to hope that the teaching and learning process would be successful. After that, the researcher checked the student attendance list for six meetings, all 20 students were always present. Then the researcher provided motivation to the students. In the core activity, the researcher gave several introductions about himself and the researcher explained his aims and objectives, Then the researcher gave a pre-test in the form of a number of vocabulary

tests to determine students' abilities before being given a hunting game. This type of test consists of 20 multiple choice questions, translating existing vocabulary and looking for 10 vocabulary words about fruit. Before students start taking the test, the researcher gives brief instructions on how to take the test. After carrying out the test for 50 minutes the researcher explained how to study next.

The second meeting, the same as the first meeting, started with greetings, praying and checking student attendance. At this meeting, researchers began to introduce the hunting words game, students were asked to start playing hunting words, looking for words that were previously available, students were also asked to look for the translation in Indonesian. After the students got all their vocabulary, the students were asked to look for the translation in Indonesian, then the students were asked to explain the vocabulary they found, the researcher helped the students on how to pronounce the vocabulary.

At the third meeting, the researchers used the same instructions at the previous meeting with the topic of self-introduction, students were asked to look for vocabulary used in self-introduction, starting from hobbies, dreams, favorite food and drinks and favorite colors. After that, students were asked to form self-introduction sentences from the words they found, then introduce themselves in turn in front of the class. When students introduced themselves, the researcher helped students how to pronounce them well.

In the fourth and fifth meetings, the researchers provided the same topic, namely, material regarding descriptive texts. At this meeting, students were divided into 4 groups, totaling 5 students in one group. Students are asked to describe themselves and their friends next to them as well as the objects around them. After that, students

are asked to collect words that can be used to describe friends and objects in the word hunting game. After getting all the words, students form sentences to describe their friends or objects around them, and their school environment in groups.

The sixth meeting was the last meeting. The researchers again distributed the post-test as a measuring tool to see whether there were differences before using the word hunting game. Just like the pre-test questions, the post-test questions are also multiple-choice questions consisting of 20 questions, 10 translation questions and there is a word search for 16 vocabulary words about hobbies. After completing the post-test, the researcher provided a brief summary of the material from all the learning that had been carried out, the researcher also conducted a question and answer session about the vocabulary that had been learned to find out whether the students still remembered the vocabulary that they had acquired.

From the first meeting to the last meeting, the application of the hunting words game method changed the classroom situation in the classroom and in the learning process. Students are more motivated and enjoy learning in class, students are more active in asking questions about lessons they don't understand, students respond more when researchers ask them to do assignments in front of the class, and students feel happy with the lesson situation. In conclusion, the practice method has enhanced students' vocabulary mastery.

Based on the explanation above, researchers can conclude that the application of the hunting words game can have a significant influence on students' vocabulary knowledge. Hunting word games can make student learning more fun because students learn while playing, this makes students more active and enthusiastic in enhancing vocabulary.

This can be seen from the vocabulary test scores after the researchers carried out the treatment which were higher than before being taught with the hunting words game. This means that the use of the hunting words game shows a positive influence when applied to students, especially Class VIII students at SMPN 4 Maiwa Enrekang.

CHAPTER V

CLOSING

A. Conclusion

This research discusses increasing students' vocabulary mastery with the hunting words game media for class VIII SMPN 4 Maiwa. Based on analysis of research result and discussion, the conclusion is that hunting words game media can improve mastery of students' vocabulary in English learning. This is demonstrated with an increase in the average value of the results students' learning, the average post-test score was 58.10 more greater than the average pre-test score of 45.85. As well as the results of value analysis learning results using the t-test show tcount value 7.865 > ttable 2.093 with level significance $\alpha = 0.05$. Which means there is significant differences in learning outcomes after hunting words game method in improving vocabulary mastery of class VIII students at SMPN 4 Maiwa Enrekang.

B. Suggestions

Based on the results of data analysis and conclusions, researchers put forward several suggestions as follows:

1. English teachers must create pleasant situations during the English language teaching process.

2. Teachers should use media in their teaching so that the teaching and learning process will not be boring and can enhance motivation for students.

3. Students should be more active and not afraid of making mistakes during the teaching and learning process.

BIBLIOGRAPHY

Al-Qur'an Al-Karim

Arikunto, Suharsimi. *Dasar-dasar Evaluasi Pendidikan Edisi 3*. Bumi Aksara, 2021.

Blachowicz, Camille LZ et al., eds. "Vocabulary: Questions from the Classroom." *Reading Research Quarterly* 41.4 (2006).

Bloodgood, Janet W and Linda Pacifici. "Bringing Word Study to Intermediate Classrooms." *The Reading Teacher* 58.3 (2004).

Dede, Gita Pratiwi. "Improving Vocabulary Mastery by Using Digital Crossword Puzzle in SMP Negeri 22 Bandar Lampung." (2023).

Driscoll, Marcy Perkins and Kerry Jean Burner. "*Psychology of Learning for Instruction.*" 2005.

Duffys, Thomas and David Jonassen. *Constructivism and the Technology of Instruction: A Conversation*. Routledge, 2013.

Ghazal, Lotfi. "Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies." *Novitas-ROYAL (Research on Youth and Language)* 1.2 (2007).

Ghozali, Imam. "A*plikasi Analisis Multivariete dengan Program IBM SPSS 23*," (2016).

Gio, Prana Ugiana and Elly Rosmaini. "Belajar Olah Data Dengan SPSS, Minitab, R, Microsoft Excel, EViews, Lisrel, Amos, dan SmartPLS." *Universitas Sumatera Utara, Medan, Indonesia* (2016).

Hadfield, Jill. *"Elementary Communication Games: A Collection of Games and Activities for Elementary Students of English."* 1984.

Lameras, Petros et al., eds. "Essential Features of Serious Games Design in Higher Education: Linking Learning Attributes to Game Mechanics." *British Journal of Educational Technology* 48. 4 (2017).

Majidah, Indah. "Enhancing Students'vocabulary Mastery through Words Hunting Game of the Fifth Grade." *Edulitics (Education, Literature, and Linguistics) Journal* 2.2 (2017).

Monawati, Fauzi. "Hubungan Kreativitas Mengajar Guru dengan Prestasi Belajar Siswa." *Jurnal Pesona Dasar* 6.2 (2018).

Nasution, Puspita Sari. "Improving Students' Vocabulary Mastery through Riddle Game of the Eighth Grade Students at SMP IT Nurul Ilmi, Medan Area, Medan." (2019).

Nation, Paul and Jonathan Newton. "19 Teaching Vocabulary." *Second Language Vocabulary Acquisition: A Rationale for Pedagogy* 238 (1997).

Pora, Yusran. "Develop Your Vocabulary Grammar and Idiom." Y*ogyakarta: Pustaka Pelajar* (2003).

Pratolo, Bambang and Riqqah Hafizhah. "The Effectiveness of Using Crossword Puzzle Games to Improve Vocabulary Mastery of the 7th Grade Students of SMP Muhammadiyah 2 Kalasan." *Teaching English as a Foreign Language Journal* 1.1 (2022).

Profita, Dini Restu, Gunarso Susilohadi and Teguh Sarosa. "Improving English Vocabulary Mastery by Using Crossword Puzzle." *English Education* 2.2 (2014).

Richards, Jack and Willy Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge university press, 2002.

Santoso, Singgih. *Statistik Parametrik*. Elex Media Komputindo, 2010.

Soeparno. "Media Pembelajaran Bahasa Yogyakarta." *PT. Intan Perwira* (1988).

Sonbul, Suhad and Norbert Schmitt. "Direct Teaching of Vocabulary after Reading: Is It Worth the Effort?." *ELT Journal* 64.3 (2010).

Sudrajat, Hana Nurwahidah and Herlina. "Meningkatkan Pemahaman Kosakata Bahasa Inggris melalui Metode Permainan Bingo." *JIV-Jurnal Ilmiah Visi* 10.2 (2015).

Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D." (2013).

Tarigan, Henry Guntur. "Menulis Sebagai Keterampilan Berbahasa." *Bandung:Angkasa* (2008).

Taufiqqurrachman. *"Cara Hitung Kuesioner Pada Skala Likert,"* 2022.

Thornbury, Scott. "How to Teach Grammar." *Readings in Methodology* 129 (1999).

Wahyuningtyas, Annisa. "The Use of Word Hunts to Improve Students' Vocabulary Mastery." *Widya Wacana: Jurnal Ilmiah* 12.2 (2017).

Widiawati. "An Analysis of Teaching Method in Teaching Vocabulary." (2021).

Widiyanto, Joko. "SPSS for Windows untuk Analisis Data Statistik dan Penelitian untuk Analisis Data Statistik Dan Penelitian." S*urakarta: FKIP Universitas Muhammadiyah Surakarta* (2016).

Zubair, Muhammad Kamal, et al., eds. *Pedoman Penulisan Karya Ilmiah IAIN Parepare*. IAIN Parepare Nusantara Press, 2020.

APPENDICES

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Maiwa
Kelas/Semester	: VIII/Genap
Tahun Pelajaran	: 2023/2024
Materi Pokok	: Mengenal Hunting Word
Alokasi Waktu	: 2 x 40 Menit (1 x pertemuan)

A. Kompetensi Inti (KI)

1) Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.

2) Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.

3) Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain.

4) Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar (KD)

Peserta didik mampu mempratikan permainan hunting word dan mengartikan kosakata Bahasa inggris.

C. Tujuan Pembelajaran

Setelah menyimak materi pembelajaran, peserta didik diharapkan mampu mengenal permainan hunting word, serta peserta didik mampu mengigat dan mengartikan kosakata yang mereka temukan.

V

D. Sumber Belajar

1) Game hunting word
2) Youtube

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan
Pendahulaun	• Guru mengawali pembelajaran dengan mengucapakan salam dan berdoa. • Guru memberikan gambaran umum pada peserta didik mengenai materi yang akan dibahas. • Guru menyampaikan tujuan pembelajran yang akan dicapai.
Kegiatan Inti	• Peserta didik mengamati cara menggunakan hunting word yang dijelaskan oleh peneliti. • Peserta didik mulai bermain dengan menyelesaikan permainan sampai level 15 dan mengumpulkan koin sebanyak mungkin. • Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai informasi yang ingin mereka tahu. • Sambil bermain hunting word peserta didik mencatat kosakata baru yang mereka dapatkan.
Penutup	• Guru bertanya kepada peserta didik mengenai kosakata apa saja yang mereka dapatkan. • Guru bertanya mengenai kesulitan mereka dalam belajar menggunakan hunting word. • Guru menyimpulkan materi yang telah dipelajari hari tersebut. • Guru memberikan motivasi dan menutup kelas dengan berdoa.

F. Penilaian Hasil Pembelajaran

VI

1) Penilaian Sikap: Observasi dalam proses pembelajaran.

2) Penilaian Pengetahuan: Menemukan 100 kosakata baru dalam permainan hunting word

3) Penilaian Keterampilan: Mampu bermain hunting word dengan baik.

Enrekang, 14 Juni 2023
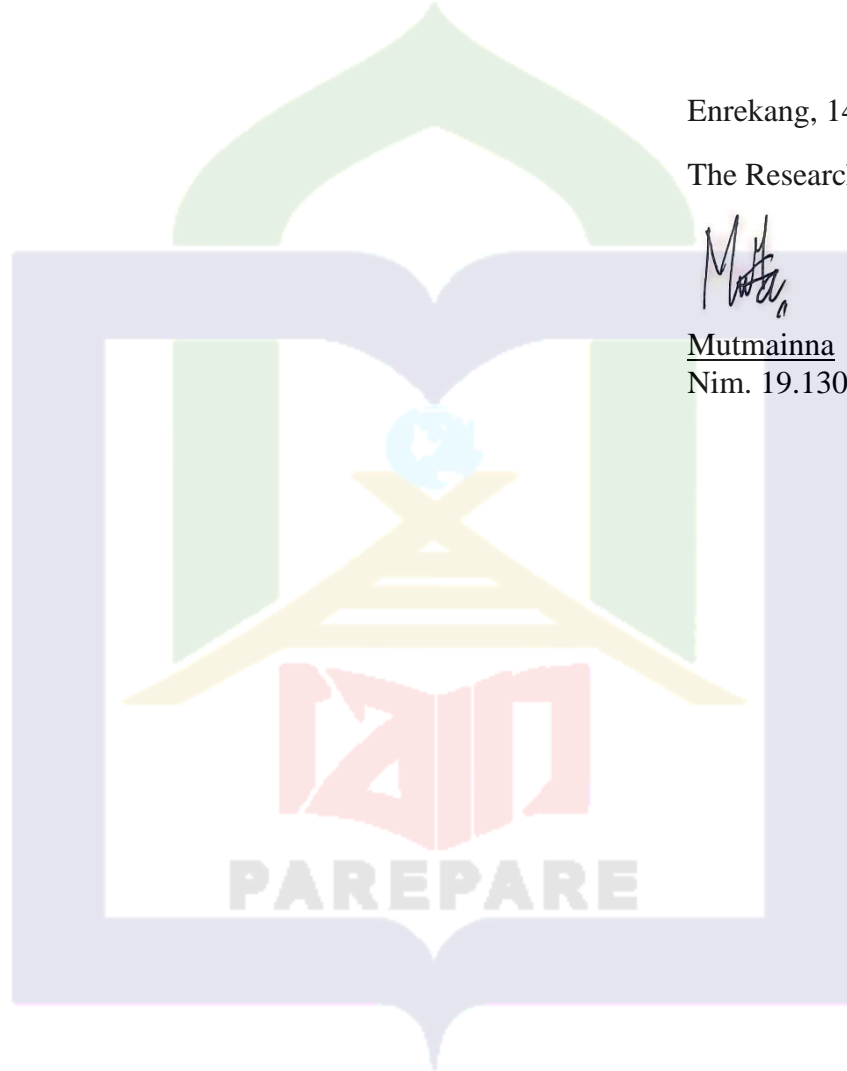
The Researcher,

Mutmainna
Nim. 19.1300.032

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Maiwa
Kelas/Semester	: VIII/Genap
Tahun Pelajaran	: 2023/2024
Materi Pokok	: Perkenalan Diri
Alokasi Waktu	: 2 x 40 Menit (1 x pertemuan)

A. Kompetensi Inti (KI)

1) Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.

2) Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.

3) Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain.

4) Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar (KD)

1) Peserta didik mampu menyimak dan memahami ucapan seseorang dalam konteks sehingga mampu memperkenalkan diri.

2) Peserta didik mampu membaca dengan nyaring kalimat-kalimat perkenalan diri secara baik dan benar

3) Peserta didik mampu menulisakan kalimat yang didengarnya.

VIII

C. Tujuan Pembelajaran

Setelah menyimak materi pembelajaran peserta didik diharapkan mampu memperkenalkan diri secara lisan dan tertulis, serta siswa mampu mengetahui kalimat sederhana untuk memperkenalkan diri.

D. Sumber Belajar

1) Game hunting word
2) Youtube
3) Buku siswa

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan
Pendahulaun	• Guru mengawali pembelajaran dengan mengucapakan salam dan berdoa. • Guru memberikan gambaran umum pada peserta didik mengenai materi yang akan dibahas. • Guru menyampaikan tujuan pembelajran yang akan dicapai.
Kegiatan Inti	• Peserta didik mengamati cara menggunakan hunting word yang dijelaskan oleh peneliti. • Peserta didik mulai mencari kata dalam hunting word yang berhubungan dengan perkenalan diri, seperti hobby, sport, food, colour, pet, goal. • Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai informasi yang ingin mereka tahu. • Setelah mencari kosakata, peserta didik memperkenalkan diri masing-masing.
Penutup	• Guru bertanya kepada peserta didik mengenai kosakata apa saja yang mereka dapatkan. • Guru bertanya mengenai kesulitan mereka dalam belajar menggunakan hunting word.

	• Guru menyimpulkan materi yang telah dipelajari hari tersebut.
	• Guru memberikan motivasi dan menutup kelas dengan berdoa.

F. Penilaian Hasil Pembelajaran

4) Penilaian Sikap: Observasi dalam proses pembelajaran.

5) Penilaian Pengetahuan: Menemukan 15 kata yang berhubungan dengan pengenalan diri pada hunting word game

6) Penilaian Keterampilan: Mampu memperkenalkan diri dalam Bahasa inggris dengan baik.

Enrekang, 14 Juni 2023

The Researcher,

Mutmainna
Nim. 19.1300.032

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Maiwa
Kelas/Semester	: VIII/Genap
Tahun Pelajaran	: 2023/2024
Materi Pokok	: Descriptive Texts
Alokasi Waktu	: 2 x 40 Menit (2 x pertemuan)

A. Kompetensi Inti (KI)

1) Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.

2) Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.

3) Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain.

4) Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar (KD)

1) Peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

2) Peserta didik mampu menyusun teks deskripsi lisan dan tulisan pendek dan sederhana terkait gambaran tentang seseorang disekitar dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

XI

C. Tujuan Pembelajaran

Setelah menyimak materi pembelajaran, peserta didik diharapkan mampu menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sengat pendek dan sederhana terkait orang (describing people) dan benda (describing things) setelah diberikan contoh teks deskripsi dengan benar.

D. Sumber Belajar

1) Game hunting word
2) Youtube
3) Buku Siswa

E. Kegiatan Pembelajaran

A. Pertemuan Pertama	
Kegiatan	Deskripsi kegiatan
Pendahulaun	• Guru mengawali pembelajaran dengan mengucapakan salam dan berdoa. • Guru memberikan gambaran umum pada peserta didik mengenai materi yang akan dibahas. • Guru menyampaikan tujuan pembelajran yang akan dicapai.
Kegiatan Inti	• Peserta didik dan peneliti bersama-sama mengamati video yang di tayangkan tentang kata sifat (adjective) untuk mendeskripsikan seseorang. • Guru menggali pemahaman awal peserta didik tentang kosa kata (vocabulary) yang ada pada materi descriptive text yang sudah diamati melalui video. • Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai informasi yang ingin mereka tahu. • Setelah mendapat materi tentang teks deskripsi berupa describing people dan language feature berupa kata sifat, peserta didik dibagi menjadi beberapa kelompok.

XII

	• Peserta didik bermain hunting word untuk mencari kata yang berisi tentang beberapa kata sifat (adjectives) untuk mendeskripsikan seseorang. • Sambil bermain hunting word peserta didik mencatat kosakata baru yang mereka dapatkan. • Setelah mencari kosakata, peserta didik dalam bentu kelompok, mendeskripsikan teman mereka.
Penutup	• Guru bertanya kepada peserta didik mengenai kosakata apa saja yang mereka dapatkan. • Guru bertanya mengenai kesulitan mereka dalam belajar menggunakan hunting word. • Guru menyimpulkan materi yang telah dipelajari hari tersebut. • Guru memberikan motivasi dan menutup kelas dengan berdoa.
B. Pertemuan Kedua	
Kegiatan	Deskripsi Kegiatan
Pendahuluan	• Guru mengawali pembelajaran dengan mengucapakan salam dan berdoa. • Guru memberikan gambaran umum pada peserta didik mengenai materi yang akan dibahas. • Guru menyampaikan tujuan pembelajran yang akan dicapai.
Kegiatan Inti	• Peserta didik dan guru bersama-sama mengamati video yang di tayangkan tentang kata sifat (adjective) untuk mendeskripsikan benda. • Guru menggali pemahaman awal peserta didik tentang kosa kata (vocabulary) yang ada pada materi descriptive text yang sudah diamati melalui video. • Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai informasi yang ingin mereka tahu. • Setelah mendapat materi tentang teks deskripsi berupa describing things dan language feature berupa kata sifat, peserta didik dibagi menjadi beberapa kelompok.

XIII

	• Peserta didik bermain hunting word untuk mencari kata yang berisi tentang beberapa kata sifat (adjectives) untuk mendeskripsikan benda. • Sambil bermain hunting word peserta didik mencatat kosakata baru yang mereka dapatkan. • Setelah mencari kosakata, peserta didik dalam bentuk kelompok, mendeskripsikan benda yang ada disekitar mereka.
Penutup	• Guru bertanya kepada peserta didik mengenai kosakata apa saja yang mereka dapatkan. • Guru bertanya mengenai kesulitan mereka dalam belajar menggunakan hunting word. • Guru menyimpulkan materi yang telah dipelajari hari tersebut. • Guru memberikan motivasi dan menutup kelas dengan berdoa.

C. **Penilaian Hasil Pembelajaran**

1) Penilaian Sikap: Observasi dalam proses pembelajaran.

2) Penilaian Pengetahuan: Menemukan 100 kosa kata sifat (adjective) dalam permainan hunting word

3) Penilaian Keterampilan: Mampu mendeskripsikan orang dan benda dengan baik.

Enrekang 14 Juni 2023

The Researcher,

Mutmainna
Nim. 19.1300.032

Appendix 2. Instrument of Pre-test and Post-test

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUSI AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307
	VALIDASI INSTRUMENT PENELITIAN
	PENULISAN SKRIPSI

NAMA MAHASISWA : MUTMAINNA
NIM   : 19.1300.032
FAKULTAS   : TARBIYAH
PRODI   : PENDIDIKAN BAHASA INGGRIS
JUDUL   : Enhancing Students' Vocabulary Mastery By Using
         Hunting Words Game At SMPN 4 Maiwa Enrekang

Pre-Test

A. Answer the question below by crossing a, b, c, or d for the best answer!

1. I went to dentist yesterday because my… were in pain.
   a. Hands   c. Teeth
   b. Fingers   d. Ears
2. Lia is writing by …
   a. Hand   c. Teeth
   b. Foot   d. Ear
3. I can't hear anything since my… are sick
   a. Eyes   c. Nose
   b. Ears   d. Mouth
4. My mother is … food in the kitchen
   a. Working   c. Studying
   b. Cooking   d. Playing
5. My father is … a book now
   a. Reading   c. Playing
   b. Eating   d. Cooking

XV

6. What is it?

   a. Koala
   b. Cat
   c. Dog
   d. Zebra

7. What is it?

   a. Bear
   b. Lion
   c. Chicken
   d. Duck

8. What is it?

   a. Airplane
   b. Jet
   c. Ship
   d. Helicopter

9. What is it?

   a. Motorcycle
   b. Car
   c. Truck
   d. Bicycle

10. What is it?

   a. Noodles
   b. Wheat
   c. Rice
   d. Bread

11. I want to wear… in my head

   a. Boots   c. Cap
   b. Jeans   d. Shoes

12. I bring books to school using…

   a. Cap   c. Bag
   b. T-shirt   d. Shoes

13. The soup is … because it is too much salt.

   a. Salty   c. Spicy
   b. Sweet   d. Sour

14. My meatballs taste… because they have too much chili
    a. Salty   c. Spicy
    b. Sweet   d. Sour
15. I don't like lemon, because it is so …
    a. Salty   c. Spicy
    b. Sweet   d. Sour
16. I like ice cream, ice cream is so…
    a. Salty   c. Spicy
    b. Sweet   d. Sour
17. Wow, I like this food. It is so…
    a. Delicious   c. True
    b. Bad   d. Wrong
18. What is it?

    a. Paper
    b. Money
    c. Dollar
    d. Book

19. What is it?

    a. Thief
    b. Farmer
    c. Fisherman
    d. Firefighter

20. What is it?

    a. Farmer
    b. Lawyer
    c. Teacher
    d. Chef

B. Translate the following words into Indonesian correctly!

1. Hardworking
2. Strict
3. Caring
4. Lazy
5. Diligent
6. Disciplined
7. Helpful

8. Rude
9. Bad tempered
10. Nosy

C. Find ten fruits in the grid below (across and down) and mark them!

W	E	A	P	E	A	C	H	N	A
A	R	H	B	U	S	H	W	H	W
T	J	I	V	K	O	J	D	J	C
E	K	G	V	P	R	S	Q	O	H
R	P	R	X	R	A	P	P	L	E
M	B	A	N	A	N	A	U	P	R
E	P	P	Z	W	G	P	E	A	R
L	Z	E	I	L	E	M	O	N	Y
O	O	N	K	S	A	T	M	E	R
N	I	R	A	S	B	E	R	R	Y

Post-Test

A. Answer the question below by crossing a, b, c, or d for the best answer!

1. What is it?

   a. Pen
   b. Whiteboard
   c. Table
   d. Book

2. What is it?

   a. Pen
   b. Whiteboard
   c. Table
   d. Book

3. **L-C-O-H-S-O**

   The right arrangement is …

   a. Socolh   c. Scohol
   b. Slocoh   d. School

4. N-A-G-A-Z-M-E-I

   The right arrangement is …

   a. Migazane   c. Magazeni
   b. Megizana   d. Magazine

5. The students are… their book in the table

   a. Putting   d. Burning
   b. Erasing   e. Ridding

6. How do you say "saya sedang makan roti" in English?

   a. I am eating bread   c. I am looking at bread
   b. I am cleaning bread   d. I am throwing bread

7. How do you say" mereka sedang membersihkan kelas" in English?

   a. They are eating the classroom   c. They are looking the classroom
   b. They are cleaning the classroom   d. They are throwing the classroom

8. When we are thristy, we need…

   a. Water   c. Book
   b. Umbrella   d. Breakfast

9. The children are sitting on the…

   a. Floor   c. Whiteboard
   b. Television   d. Book

XIX

10. Are you … my dictionaries right now?
   a. Wearing   c. Riding
   b. Bringing   d. Writing

11. My mother is … fried rice
   a. Watering   c. Riding
   b. Borrowing   d. Cooking

12. What is the boy doing? He is ....

   a. Wearing
   b. Bringing
   c. Giving
   d. Riding

13. What is father doing? He is ....

   a. Watching
   b. Riding
   c. Watering
   d. Reading

14. What is Budi doing? She is …

   a. Watching
   b. Learning
   c. Eating
   d. Playing

15. What the kind of sport?

   a. Tennis
   b. Basket ball
   c. Badminton
   d. Volly ball

16. What the kind of sport?

   a. Tennis
   b. Basket ball
   c. Badminton
   d. Volly ball

17. L-I-C-B-Y-E-C

   The right arrangement is…
   a. Bycicel   c. Bicycle
   b. Bycicle   d. Bicycel

18. C-E-T-A-K-J

The right arrangement is...
a.	Jacket	c.	Jactek
b.	Jeckat	d.	Jakect

19. My new book is lost, so I am .... it.
a.	Bringing	c.	Looking for
b.	Throwing	d.	Giving

20. The starts is … his light
a.	Raining	c.	Shining
b.	Reading	d.	Watering

B. Translate the following words into Indonesian correctly!

1. Possibility
2. Kind
3. Advice
4. Damage
5. Liar
6. Small
7. Straight
8. Black
9. Priceless
10. Scenery

C. Find sixteen words related to kinds of hobbies in the box!

F	T	T	U	L	A	S	I	N	S	B	O	F	R	A	H	F	I	T
L	Z	R	G	O	C	A	R	E	W	V	A	S	R	G	P	W	L	K
Y	O	A	A	V	C	Y	C	L	I	N	G	T	U	M	H	G	U	E
S	A	N	U	V	N	J	O	Y	M	H	E	E	L	C	O	X	B	Y
A	Q	T	H	T	E	I	N	K	M	O	P	R	A	F	T	I	N	G
V	U	G	S	C	U	L	P	T	I	N	G	Q	I	W	O	N	T	A
D	A	U	N	B	I	S	I	R	N	C	O	G	E	D	G	O	N	E
W	S	L	O	Q	J	P	I	N	G	R	N	V	D	U	R	A	S	I
I	C	O	R	U	A	K	S	A	G	I	H	L	O	T	A	K	U	N
N	A	M	K	S	N	A	R	K	K	W	B	O	S	E	P	W	E	T
Z	P	B	E	A	E	S	H	O	L	L	T	G	T	Y	H	E	D	B
H	I	E	L	B	J	T	O	R	H	I	S	G	U	C	I	C	A	H
U	N	C	I	I	O	C	R	V	W	I	L	I	L	I	N	A	N	R
B	G	A	N	S	G	N	D	R	A	W	I	N	G	M	G	L	C	O
S	R	O	G	A	G	S	A	M	E	T	V	G	E	Q	S	L	I	M
D	A	X	U	Z	I	E	Z	A	R	B	O	R	N	E	O	T	N	I
R	E	A	D	I	N	G	U	Q	E	K	N	I	T	T	I	N	G	K
O	V	L	E	S	G	C	R	Y	K	Z	D	O	W	N	G	A	V	A
P	A	M	O	U	N	T	A	I	N	C	L	I	M	B	I	N	G	L

Appendix 3. The Students' Pre-test

$$\frac{21}{40} \times 100 = 53,$$

Nama : Marsela Putri arini

Pre-Test

A. Answer the question below by crossing a, b, c, or d for the best answer!
1. I went to dentist yesterday because my... were in pain.
   a. Hands   c. Teeth
   (b) Fingers   d. Ears   ✗
2. Lia is writing by ...
   (a) Hand   c. Teeth   ✓
   b. Foot   d. Ear
3. I can't hear anything since my... are sick
   a. Eyes   (c) Nose   ✗
   b. Ears   d. Mouth
4. My mother is ... food in the kitchen
   a. Working   c. Studying   ✓
   (b) Cooking   d. Playing
5. My father is ... a book now
   a. Reading   (c) Playing   ✓
   b. Eating   d. Cooking
6. What is it?
   a. Koala
   (b.) Cat   ✓
   c. Dog
   d. Zebra
7. What is it?
   (a) Bear
   b. Lion
   c. Chicken   ✓
   d. Duck
8. What is it?
   (a.) Airplane
   (b.) Jet   ✗
   c. Ship
   d. Helicopter
9. What is it?
   a. Motorcycle
   b. Car
   c. Truck   ✓
   (d.) Bicycle
10. What is it?
   a. Noodles
   (b.) Wheat   ✗
   c. Rice
   d. Bread
11. I want to wear... in my head
   a. Boots   c. Cap   ✗
   (b.) Jeans   d. Shoes
12. I bring books to school using...
   a. Cap   (c) Bag   ✓
   b. T-shirt   d. Shoes
13. The soup is ... because it is too much salt.

XXIII

a. Salty   c. Spicy   ✗

b. Sweet   d. Sour

14. My meatballs taste... because they have too much chili

    a. Salty   c. Spicy   ✓

    b. Sweet   d. Sour

15. I don't like lemon, because it is so ...

    a. Salty   c. Spicy   ✗

    b. Sweet   d. Sour

16. I like ice cream, ice cream is so...

    a. Salty   c. Spicy   ✓

    b. Sweet   d. Sour

17. Wow, I like this food. It is so...

    a. Delicious   c. True   ✗

    b. Bad   d. Wrong

18. What is it?

    a. Paper

    b. Money   ✓

    c. Dollar

    d. Book

19. What is it?

    a. Thief

    b. Farmer   ✓

    c. Fisherman

    d. Firefighter

20. What is it?

    a. Farmer

    b. Lawyer   ✓

    c. Teacher

    d. Chef

B. **Translate the following words into Indonesian correctly!**

1. Hardworking bekerja ✗

2. Strict : keras ✗

3. Caring : peduli ✓

4. Lazy : malas ✓

5. Diligent : rajin ✓

6. Disciplined : disiplin ✓

7. Helpful : tolong ✗

8. Rude : menolak ✗

9. Bad tempered : jelek ✗

10. Nosy : hidung ✗

C. Find ten fruits in the grid below (across and down) and mark them!

W	E	A	P	E	A	C	H	N	A
A	R	H	B	U	S	H	W	H	W
T	J	I	V	K	O	J	D	J	C
E	K	G	V	P	R	S	Q	O	H
R	P	R	X	R	A	P	P	L	E
M	B	A	N	A	N	A	U	P	R
E	P	P	Z	W	G	P	E	A	R
L	Z	E	I	L	E	M	O	N	Y
O	O	N	K	S	A	T	M	E	R
N	I	R	A	S	B	X	R	R	Y

$$\frac{19}{90} \times 100 = 48_{,,}$$

Nama : Nur Atika

<u>Pre-Test</u>

A. Answer the question below by crossing a, b, c, or d for the best answer!
1. I went to dentist yesterday because my… were in pain.
   a. Hands   c. Teeth   ✗
   b. Fingers   d. Ears
2. Lia is writing by …
   a. Hand   c. Teeth   ✓
   b. Foot   d. Ear
3. I can't hear anything since my… are sick
   a. Eyes   c. Nose   ✗
   b. Ears   d. Mouth
4. My mother is … food in the kitchen
   a. Working   c. Studying   ✓
   b. Cooking   d. Playing
5. My father is … a book now
   a. Reading   c. Playing   ✓
   b. Eating   d. Cooking
6. What is it?
   a. Koala
   b. Cat   ✓
   c. Dog
   d. Zebra
7. What is it?
   a. Bear
   b. Lion   ✓
   c. Chicken
   d. Duck
8. What is it?
   a. Airplane
   b. Jet   ✗
   c. Ship
   d. Helicopter
9. What is it?
   a. Motorcycle
   b. Car
   c. Truck   ✓
   d. Bicycle
10. What is it?
   a. Noodles
   b. Wheat   ✗
   c. Rice
   d. Bread
11. I want to wear… in my head
   a. Boots   c. Cap   ✗
   b. Jeans   d. Shoes
12. I bring books to school using…
   a. Cap   c. Bag   ✗
   b. T-shirt   d. Shoes
13. The soup is … because it is too much salt.

XXVI

a. Salty   (c.) Spicy ✗

b. Sweet   d. Sour

14. My meatballs taste… because they have too much chili

     a. Salty   (c.) Spicy ✓

     b. Sweet   d. Sour

15. I don't like lemon, because it is so …

     (a.) Salty   c. Spicy ✗

     b. Sweet   d. Sour

16. I like ice cream, ice cream is so…

     a. Salty   c. Spicy ✓

     (b.) Sweet   d. Sour

17. Wow, I like this food. It is so…

     (a.) Delicious   c. True ✓

     b. Bad   d. Wrong

18. What is it?

     a. Paper

     (b.) Money ✓

     c. Dollar

     d. Book

19. What is it?

     (a.) Thief

     b. Farmer ✗

     c. Fisherman

     d. Firefighter

20. What is it?

     a. Farmer

     b. Lawyer ✓

     (c.) Teacher

     d. Chef

B. Translate the following words into Indonesian correctly!

1. Hardworking _Bekerja_ ✗

2. Strict _Sulit_ ✗

3. Caring _Berbagi_ ✗

4. Lazy _Malas_ ✗

5. Diligent _Pintar_ ✓

6. Disciplined _Disiflin_ ✓

7. Helpful _Penuh_ ✗

8. Rude _kotor_ ✗

9. Bad tempered _Baruk tempat_ ✗

10. Nosy _Hidung_ ✗

C. Find ten fruits in the grid below (across and down) and mark them!

W	E	A	P	E	A	C	H	N	A
A	R	H	B	U	S	H	W	H	W
T	J	I	V	K	O	J	D	J	C
E	K	G	V	P	R	S	Q	O	H
R	P	R	X	R	A	P	P	L	E
M	B	A	N	A	N	A	U	P	R
E	P	A	Z	W	G	P	E	A	R
L	Z	E	I	L	E	M	O	N	Y
O	O	N	K	S	A	T	M	E	R
N	I	R	A	S	B	E	R	R	Y

7

✓

$$\frac{29}{90} \times 100 = 72.$$

Nama : Sri Ramdana

<u>Pre-Test</u>

A. **Answer the question below by crossing a, b, c, or d for the best answer!**

1. I went to dentist yesterday because my... were in pain.
   a. Hands   c. Teeth   ✗
   b. Fingers   d. Ears
2. Lia is writing by ...
   a. Hand   c. Teeth   ✓
   b. Foot   d. Ear
3. I can't hear anything since my... are sick
   a. Eyes   c. Nose   ✗
   b. Ears   d. Mouth
4. My mother is ... food in the kitchen
   a. Working   c. Studying   ✓
   b. Cooking   d. Playing
5. My father is ... a book now
   a. Reading   c. Playing   ✓
   b. Eating   d. Cooking
6. What is it?
   a. Koala
   b. Cat
   c. Dog   ✓
   d. Zebra
7. What is it?
   a. Bear   ✓
   b. Lion
   c. Chicken
   d. Duck
8. What is it?
   a. Airplane
   b. Jet
   c. Ship   ✓
   d. Helicopter
9. What is it?
   a. Motorcycle
   b. Car
   c. Truck   ✓
   d. Bicycle
10. What is it?
    a. Noodles
    b. Wheat
    c. Rice   ✓
    d. Bread
11. I want to wear... in my head
    a. Boots   c. Cap   ✗
    b. Jeans   d. Shoes
12. I bring books to school using...
    a. Cap   c. Bag   ✗
    b. T-shirt   d. Shoes
13. The soup is ... because it is too much salt.

a. Salty   c. Spicy   ✓
b. Sweet   d. Sour

14. My meatballs taste... because they have too much chili
     a. Salty   c. Spicy   ✓
     b. Sweet   d. Sour

15. I don't like lemon, because it is so ...
     a. Salty   c. Spicy   ✗
     b. Sweet   d. Sour

16. I like ice cream, ice cream is so...
     a. Salty   c. Spicy   ✓
     b. Sweet   d. Sour

17. Wow, I like this food. It is so...
     a. Delicious   c. True   ✓
     b. Bad   d. Wrong

18. What is it?
     a. Paper
     b. Money   ✓
     c. Dollar
     d. Book

19. What is it?
     a. Thief
     b. Farmer   ✓
     c. Fisherman
     d. Firefighter

20. What is it?
     a. Farmer
     b. Lawyer   ✓
     c. Teacher
     d. Chef

B. Translate the following words into Indonesian correctly!

1. Hardworking _Keras Bekerja_ ✗

2. Strict _Kasar_ ✗

3. Caring _Peduli_ ✓

4. Lazy _Malas_ ✓

5. Diligent _Rajin_ ✓

6. Disciplined _Disiplin_ ✓

7. Helpful _Menolong_ ✗

8. Rude _Kasar_ ✗

9. Bad tempered _Marah_ ✗

10. Nosy _Ribut_ ✗

XXX

C. Find ten fruits in the grid below (across and down) and mark them!

W	E	A	P	E	A	C	H	N	A
A	R	H	B	U	S	H	W	H	W
T	J	I	V	K	O	J	D	J	E
E	K	G	V	P	R	S	Q	O	H
P	P	R	X	R	A	P	P	L	E
M	B	A	N	A	N	A	U	P	R
E	P	R	Z	W	G	R	E	A	R
C	Z	E	I	L	E	M	O	N	V
O	O	N	K	S	A	T	M	E	R
N	I	R	A	S	B	E	R	R	Y

9

XXXI

Appendix 4. The students' post-test

$$\frac{37}{46} \times 100 = 80.$$

Nama : Sri Ramadana

Post-Test

A. Answer the question below by crossing a, b, c, or d for the best answer!

1. What is it?
   a. Pen
   b. Whiteboard
   c. Table
   d. Book ✓

2. What is it?
   a. Pen
   b. Whiteboard ✓
   c. Table
   d. Book

3. **L-C-O-H-S-O**
   The right arrangement is ...
   a. Socolh   c. Scohol
   b. Slocoh   d. School ✓

4. N-A-G-A-Z-M-E-I
   The right arrangement is ...
   a. Migazane   c. Magazeni ✗
   b. Megizana   d. Magazine

5. The students are... their book in the table
   a. Putting   d. Burning ✓
   b. Erasing   e. Ridding

6. How do you say "saya sedang makan roti" in English?
   a. I am eating bread   c. I am looking at bread ✓
   b. I am cleaning bread   d. I am throwing bread

7. How do you say" mereka sedang membersihkan kelas" in English?
   a. They are eating the classroom   c. They are looking the classroom ✓
   b. They are cleaning the classroom   d. They are throwing the classroom

8. When we are thristy, we need...
   a. Water   c. Book ✗
   b. Umbrella   d. Breakfast

9. The children are sitting on the...
   a. Floor   c. Whiteboard ✓
   b. Television   d. Book

10. Are you ... my dictionaries right now?
    a. Wearing   c. Riding ✗
    b. Bringing   d. Writing

11. My mother is ... fried rice
    a. Watering   c. Riding ✓
    b. Borrowing   d. Cooking

12. What is the boy doing? He is ....
    a. Wearing
    b. Bringing
    c. Giving ✓
    d. Riding

13. What is father doing? He is ....
    a. Watching

XXXII

b. Riding
c. Watering
d. Reading ✓

14. What is Budi doing? She is ...
a. Watching
b. Learning
c. Eating ✓
d. Playing

15. What the kind of sport?
a. Tennis
b. Basket ball
c. Badminton ✓
d. Volly ball

16. What the kind of sport?
a. Tennis
b. Basket ball ✓
c. Badminton
d. Volly ball

17. L-I-C-B-Y-E-C
The right arrangement is...
a. Bycicel
b. Bycicle
c. Bicycle ✓
d. Bicycel

18. C-E-T-A-K-J
The right arrangement is...
a. Jacket ✓
b. Jeckat
c. Jactek
d. Jakect

19. My new book is lost, so I am .... it.
a. Bringing ✗
b. Throwing
c. Looking for
d. Giving

20. The starts is ... his light
a. Raining
b. Reading
c. Shining ✓
d. Watering
e.

B. Translate the following words into Indonesian correctly!
1. Possibility___Haris___ ✗
2. Kind___Baik___ ✓
3. Advice___Nasehat___ ✓
4. Damage___Kerusakan___ ✓
5. Liar___Alam liar___ ✗
6. Small___Kecil___ ✓
7. Straight___lurus___ ✓
8. Black___Hitam___ ✓
9. Priceless___Berharga___ ✗
10. Scenery___Rencana___ ✗

C. Find sixteen words related to kinds of hobbies in the box!

F	I	T	U	L	A	S	I	N	S	B	O	F	R	A	H	F	I	T
L	Z	R	G	O	C	A	R	E	W	V	A	S	R	G	P	W	L	K
Y	O	A	V	E	Y	C	U	N	G	T	U	M	H	G	U	E		
S	A	N	U	N	J	O	Y	W	H	E	E	L	C	O	X	B	Y	
A	Q	T	H	T	K	I	N	K	M	O	P	R	A	X	T	I	N	G
V	U	G	S	G	U	P	T	N	G	Q	I	W	O	N	T	A		
D	A	U	N	B	I	S	R	K	C	O	G	E	D	G	O	N	E	
W	S	L	O	Q	J	P	I	N	G	R	N	Y	D	U	R	A	S	I
I	C	O	R	U	A	K	S	A	G	H	K	O	T	W	K	U	N	
N	A	M	K	S	N	A	R	K	W	B	O	S	E	P	W	E	T	
Z	W	B	V	A	E	S	H	O	L	L	T	G	T	Y	H	E	D	B
H	I	E	L	B	T	O	R	H	I	S	G	U	C	C	A	H		
U	N	C	E	I	O	C	R	V	W	I	L	I	L	I	N	A	N	R
B	G	A	N	S	G	N	D	R	A	W	I	G	M	G	L	V	O	
S	R	O	G	A	V	S	A	M	E	T	V	G	E	Q	S	L	I	M
D	A	X	U	Z	I	E	Z	A	R	B	O	R	N	E	O	T	N	I
H	E	A	D	I	N	G	U	Q	E	R	K	I	T	T	I	N	G	K
O	V	L	E	S	G	C	R	Y	K	Z	D	O	W	N	G	A	V	A
P	A	M	O	U	N	T	A	I	N	C	L	I	M	B	I	N	G	L

XXXIV

$$\frac{34}{46} \times 100 = 74,$$

Nama : Marsela Putri Arini

Post-Test

A. Answer the question below by crossing a, b, c, or d for the best answer!
1. What is it?
   a. Pen
   b. Whiteboard
   c. Table
   d. Book ✓

2. What is it?
   a. Pen
   b. Whiteboard ✓
   c. Table
   d. Book

3. L-C-O-H-S-O
   The right arrangement is …
   a. Socolh
   b. Slocoh
   c. Scohol ✓
   d. School

4. N-A-G-A-Z-M-E-I
   The right arrangement is …
   a. Migazane
   b. Megizana
   c. Magazeni ✓
   d. Magazine

5. The students are… their book in the table
   a. Putting
   b. Erasing
   d. Burning ✗
   e. Ridding

6. How do you say "saya sedang makan roti" in English?
   a. I am eating bread
   b. I am cleaning bread
   c. I am looking at bread
   d. I am throwing bread ✓

7. How do you say" mereka sedang membersihkan kelas" in English?
   a. They are eating the classroom
   b. They are cleaning the classroom
   c. They are looking the classroom
   d. They are throwing the classroom ✓

8. When we are thristy, we need…
   a. Water
   b. Umbrella
   c. Book
   d. Breakfast ✗

9. The children are sitting on the…
   a. Floor
   b. Television
   c. Whiteboard
   d. Book ✓

10. Are you … my dictionaries right now?
    a. Wearing
    b. Bringing
    c. Riding
    d. Writing ✗

11. My mother is … fried rice
    a. Watering
    b. Borrowing
    c. Riding ✓
    d. Cooking

12. What is the boy doing? He is …….
    a. Wearing
    b. Bringing ✓
    c. Giving
    d. Riding

13. What is father doing? He is ….
    a. Watching

XXXV

b. Riding
c. Watering
(d.) Reading ✓

14. What is Budi doing? She is ...
a. Watching
b. Learning ✓
(c.) Eating
d. Playing

15. What the kind of sport?
a. Tennis
b. Basket ball ✓
(c.) Badminton
d. Volly ball

16. What the kind of sport?
a. Tennis
(b.) Basket ball ✓
c. Badminton
d. Volly ball

17. L-I-C-B-Y-E-C
The right arrangement is...
(a.) Bycicel   c. Bicycle ✗
b. Bycicle   d. Bicycel

18. C-E-T-A-K-J
The right arrangement is...
a. Jacket   c. Jactek ✗
b. Jeckat   (d.) Jakect

19. My new book is lost, so I am .... it.
a. Bringing   c. Looking for ✗
b. Throwing   (d.) Giving

20. The starts is ... his light
a. Raining   (c.) Shining ✓
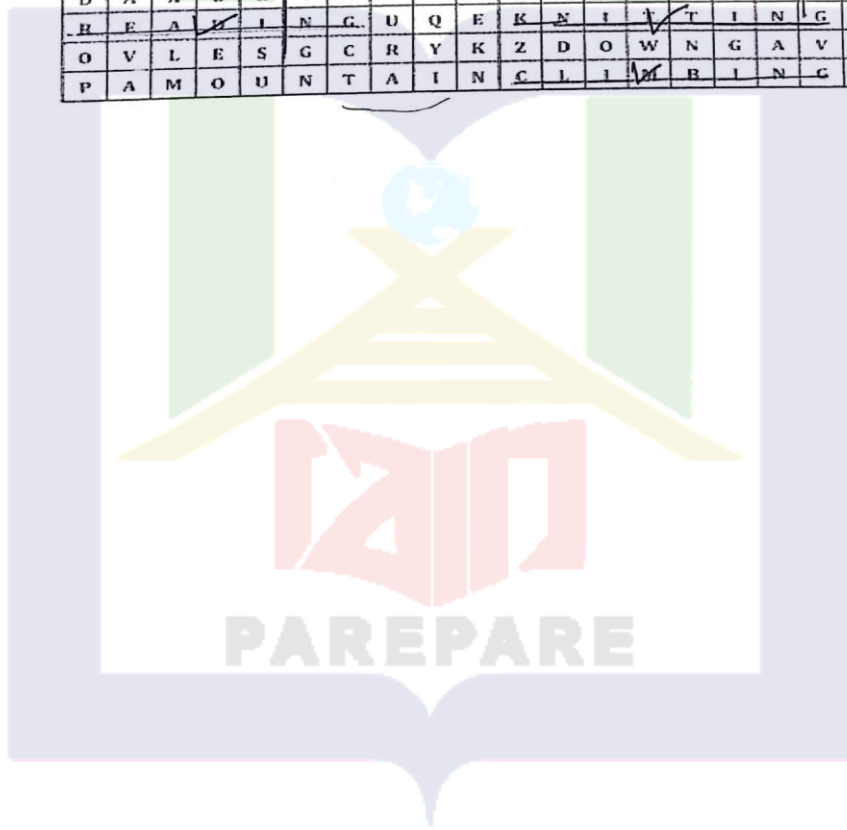b. Reading   d. Watering
                     e.

B. Translate the following words into Indonesian correctly!
1. Possibility kemungkinan ✓
2. Kind baik ✓
3. Advice Muka ✗
4. Damage kerusakan ✓
5. Liar alam liar ✗
6. Small kecil ✓
7. Straight Menangkap ✗
8. Black hitam ✓
9. Priceless harga ✗
10. Scenery rahasia ✗

XXXVI

C. Find sixteen words related to kinds of hobbies in the box!

F	T	T	U	L	A	S	I	N	S	B	O	F	R	A	H	F	I	T
L	Z	R	G	O	C	A	R	E	W	V	A	S	R	G	P	W	L	K
Y	O	A	A	V	C	Y	C	L	N	G	T	U	M	H	G	U	E	
S	A	N	U	V	N	J	O	Y	W	H	E	E	L	C	O	X	B	Y
A	Q	T	H	T	K	I	N	K	M	O	P	R	A	V	T	I	N	G
V	U	G	S	C	U	L	P	T	I	N	G	Q	I	W	O	N	T	A
D	A	U	N	B	I	S	I	R	N	C	O	G	E	D	G	O	N	E
W	S	L	O	Q	J	P	I	N	G	R	N	V	D	U	R	A	S	I
I	C	O	R	U	A	K	S	A	R	G	I	H	L	O	T	A	K	U	N
N	A	M	K	S	N	A	R	K	K	W	B	O	S	E	P	W	E	T
Z	P	B	E	A	E	S	H	O	L	L	T	G	T	Y	H	E	D	B
H	I	E	L	B	J	T	O	R	H	I	S	K	U	C	I	C	A	H
U	N	C	I	I	O	G	R	V	W	I	L	I	L	I	N	A	N	R
B	G	A	N	S	G	N	D	R	A	W	I	N	G	M	G	L	C	O
S	R	O	G	A	G	S	A	M	E	T	V	G	E	Q	S	L	I	M
D	A	X	U	Z	I	E	Z	A	R	B	O	R	N	E	O	T	N	I
R	E	A	D	I	N	G	U	Q	E	K	N	I	T	T	I	N	G	K
O	V	L	E	S	G	C	R	Y	K	Z	D	O	W	N	G	A	V	A
P	A	M	O	U	N	T	A	I	N	C	L	I	M	B	I	N	G	L

15

$\frac{32}{46} \times 100 = 70$

Nama : Nur Atika

Post-Test

A. Answer the question below by crossing a, b, c, or d for the best answer!

1. What is it?

   a. Pen
   b. Whiteboard
   c. Table
   (d) Book ✓

2. What is it?

   a. Pen
   (b) Whiteboard ✓
   c. Table
   d. Book

3. L-C-O-H-S-O
   The right arrangement is ...
   a. Socolh
   b. Slocoh
   c. Scohol
   (d) School ✓

4. N-A-G-A-Z-M-E-I
   The right arrangement is ...
   a. Migazane
   b. Megizana
   (c) Magazeni ✗
   d. Magazine

5. The students are... their book in the table
   a. Putting
   b. Erasing
   d. Burning
   (e) Ridding ✗

6. How do you say "saya sedang makan roti" in English?
   (a) I am eating bread
   b. I am cleaning bread
   c. I am looking at bread ✓
   d. I am throwing bread

7. How do you say" mereka sedang membersihkan kelas" in English?
   (a) They are eating the classroom
   b. They are cleaning the classroom
   c. They are looking the classroom ✓
   d. They are throwing the classroom

8. When we are thristy, we need...
   a. Water
   b. Umbrella
   c. Book
   (d) Breakfast ✗

9. The children are sitting on the...
   (a) Floor
   b. Television
   c. Whiteboard
   d. Book ✓

10. Are you ... my dictionaries right now?
    a. Wearing
    b. Bringing
    c. Riding ✗
    (d) Writing

11. My mother is ... fried rice
    a. Watering
    b. Borrowing
    c. Riding ✓
    (d) Cooking

12. What is the boy doing? He is ....
    a. Wearing
    b. Bringing
    c. Giving ✓
    (d) Riding

13. What is father doing? He is ....
    a. Watching

XXXVIII

b. Riding
c. Watering ✗
d. Reading

14. What is Budi doing? She is ...
   a. Watching
   b. Learning
   c. Eating ✓
   d. Playing

15. What the kind of sport?
   a. Tennis
   b. Basket ball
   c. Badminton ✓
   d. Volly ball

16. What the kind of sport?
   a. Tennis
   b. Basket ball ✓
   c. Badminton
   d. Volly ball

17. L-I-C-B-Y-E-C
   The right arrangement is...
   a. Bycicel   c. Bicycle ✗
   b. Bycicle   d. Bicycel

18. C-E-T-A-K-J
   The right arrangement is...
   a. Jacket   c. Jactek ✓
   b. Jeckat   d. Jakect

19. My new book is lost, so I am .... it.
   a. Bringing   c. Looking for ✓
   b. Throwing   d. Giving

20. The starts is ... his light
   a. Raining   c. Shining ✗
   b. Reading   d. Watering
                       e.

B. Translate the following words into Indonesian correctly!
1. Possibility __Bisa__ ✗
2. Kind __Baik__ ✓
3. Advice __saran__ ✓
4. Damage __Kerusakan__ ✓
5. Liar __Pembuangan__ ✗
6. Small __kecil__ ✓
7. Straight __Bintang__ ✗
8. Black __Hitam__ ✓
9. Priceless __Harga__ ✗
10. Scenery __Skeneria__ ✗

C. Find sixteen words related to kinds of hobbies in the box!

| F | T | T | U | L | A | S | I | N | S | B | O | F | R | A | H | F | I | T |
L	Z	R	E	O	C	A	R	E	W	V	A	S	R	G	P	W	I	R
V	O	A	A	C	V	L	I	N	G	T	U	M	H	G	U	E
S	A	N	U	V	N	I	O	V	M	H	F	I	C	O	R	V
A	Q	T	H	T	I	N	K	O	P	R	A	F	I	N	G
V	U	G	S	C	U	L	P	T	I	N	G	Q	I	W	O	N	T	A
D	A	U	N	B	I	S	I	R	N	C	O	G	E	D	G	O	N	E
W	S	L	O	Q	J	P	I	N	G	R	N	V	D	U	A	S	I
I	C	O	R	U	A	K	S	A	G	I	H	L	O	T	A	K	U	N
N	A	M	S	N	A	R	K	K	W	B	O	S	E	P	W	E	T
Z	B	E	A	F	S	H	O	L	L	T	G	T	Y	H	E	D	R
H	E	L	B	J	T	O	R	H	I	S	G	U	C	I	C	A	H
U	C	I	I	O	C	R	V	W	I	L	I	L	I	N	A	N	R
B	G	A	N	S	G	N	D	R	A	I	N	G	M	G	L	C	O
S	R	O	Z	A	S	A	M	E	T	V	G	E	Q	S	L	I	M
D	A	X	U	Z	I	E	Z	A	R	B	O	R	N	E	O	T	N	I
C	I	A	D	I	N	G	U	Q	E	K	N	I	T	T	I	N	G	K
O	V	L	E	S	G	C	R	Y	K	Z	D	O	W	N	G	A	V	A
P	A	M	O	U	N	T	A	I	N	C	L	I	B	I	N	G	L

Appendix 5. Ttable

Significance level = α

Degrees of Freedom	.005 (1-tail) .01 (2-tails)	.01 (1-tail) .02 (2-tails)	.025 (1-tail) .05 (2-tails)	.05 (1-tail) .10 (2-tails)	.10 (1-tail) .20 (2-tails)	.25 (1-tail) .50 (2-tails)
1	63.657	31.821	12.706	6.314	3.078	1.000
2	9.925	6.965	4.303	2.920	1.886	.816
3	5.841	4.541	3.182	2.353	1.638	.765
4	4.604	3.747	2.776	2.132	1.533	.741
5	4.032	3.365	2.571	2.015	1.476	.727
6	3.707	3.143	2.447	1.943	1.440	.718
7	3.500	2.998	2.365	1.895	1.415	.711
8	3.355	2.896	2.306	1.860	1.397	.706
9	3.250	2.821	2.262	1.833	1.383	.703
10	3.169	2.764	2.228	1.812	1.372	.700
11	3.106	2.718	2.201	1.796	1.363	.697
12	3.054	2.681	2.179	1.782	1.356	.696
13	3.012	2.650	2.160	1.771	1.350	.694
14	2.977	2.625	2.145	1.761	1.345	.692
15	2.947	2.602	2.132	1.753	1.341	.691
16	2.921	2.584	2.120	1.746	1.337	.690
17	2.898	2.567	2.110	1.740	1.333	.689
18	2.878	2.552	2.101	1.734	1.330	.688
19	2.861	2.540	2.093	1.729	1.328	.688
20	2.845	2.528	2.086	1.725	1.325	.687
21	2.831	2.518	2.080	1.721	1.323	.686
22	2.819	2.508	2.074	1.717	1.321	.686
23	2.807	2.500	2.069	1.714	1.320	.685
24	2.797	2.492	2.064	1.711	1.318	.685
25	2.878	2.485	2.060	1.708	1.316	.684
26	2.779	2.479	2.056	1.706	1.315	.684
27	2.771	2.473	2.052	1.703	1.314	.684
28	2.763	2.467	2.048	1.701	1.313	.683
29	2.756	2.462	2.045	1.699	1.311	.683
Large	2.575	2.327	1.960	1.645	1.282	.675

Appendix 6. Documentation
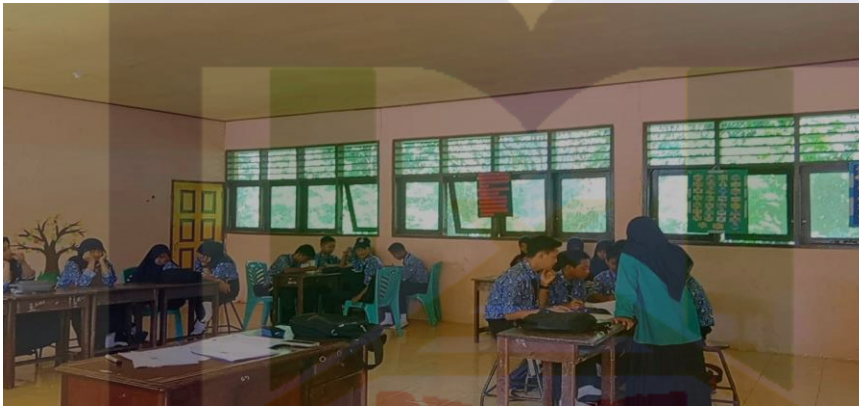
Appendix 7. Letter of Appointment of Thesis Supervior

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4039 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
Kesatu	:	Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd. 2. Nur Asiza, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Mutmainna
NIM	:	19.1300.032
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Enhancing Studets' Vocabulary Mastery By Using Hunting Words Game at SMPN 4 Maiwa

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	26 September 2022

Dekan,

Zulfah

XLIII

Appendix 8. Research permit recommendation from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☏ 0421) 21307. Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.3725/In.39/FTAR.01/PP.00.9/08/2023   09 Agustus 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Enrekang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

    Kab. Enrekang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Mutmainna
Tempat/Tgl. Lahir	: Lebani, 22 September 2001
NIM	: 19.1300.032
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Dusun Bonne, Desa Lebani, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul **"Enhacing Students' Vocabulary Mastery By Using Hunting Words Game At SMPN 4 Maiwa Enrekang".** Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan September Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

                         Dekan;
                         Dr. Zulfah, M.Pd.
                         NIP.19830420 200801 2 010

Tembusan:

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 9. Research permit recommendation from Enrekang Regency

PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sudirman, Km 3 Pinang Telp./Fax (0420) 21079

SURAT KETERANGAN PENELITIAN
Nomor: 73.16/502/DPMPTSP/ENR/IP/VIII/2023

Berdasarkan Peraturan Bupati Enrekang nomor 73 Tahun 2022 tentang Perubahan Atas Peraturan Bupati Enrekang Nomor 159 Tahun 2021 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang, maka dengan ini memberikan Surat Keterangan Penelitian kepada :

MUTMAINNA

Nomor Induk Mahasiswa	:	19.1300.032
Program Studi	:	TARBIYAH / PENDIDIKAN BAHASA INGGRIS
Lembaga	:	INSTITUT AGAMA ISLAM NEGERI PAREPARE
Pekerjaan Peneliti	:	MAHASISWI
Alamat Peneliti	:	LEBANI
Lokasi Penelitian	:	SMPN 4 MAIWA
Anggota/Pengikut	:	-

Maksud dan Tujuan mengadakan penelitian dalam rangka **PENYUSUNAN SKRIPSI** dengan Judul :

ENHANCING STUDENTS' VOCABULARY MASTERY BY USING HUNTING WORDS GAME AT SMPN 4 MAIWA ENREKANG

Lamanya Penelitian : **2023-08-28 s/d 2023-09-28**

Dengan ketentuan sebagai berikut :
1. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Enrekang
28/08/2023 09:52:39
KEPALA DINAS,

Dr. Ir. CHAIDAR BULU, ST, MT
Pangkat: Pembina Tk.I
NIP. 19750528 200212 1 005

Tembusan Kepada Yth :
1. Bupati Enrekang sebagai laporan.
2. Kepala Bakesbangpol Kab. Enrekang
3. Desa/Lurah/Camat tempat meneliti
4. Mahasiswa ybs.

Dokumen ini merupakan dokumen yang sah dan tidak memerlukan tanda tangan serta cap basah dikarenakan telah ditandatangani secara digital menggunakan sertifikat elektronik yang diterbitkan oleh Badan Pengkajian dan Penerapan Teknologi

Appendix 10. Statement has carried out research from SMPN 4 Maiwa Enrekang

PEMERINTAH KABUPATEN ENREKANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 4 MAIWA
Alamat: JL. Matakali No.28 Ds Lebani Kec. Maiwa Kab. Enrekang. Kode Pos 91761

SURAT KETERANGAN
Nomor:60/160.16/SMP.12/MW/IX/2023

Yang bertanda tangan dibawah ini:

Nama	: M. Murtadlo Hadisaputra, S.Pd.
NIP	: 191690514199803 1 013
Jabatan	: Kepala Sekolah
Unit kerja	: UPT Smp Negeri 4 Maiwa
Alamat Kantor	: Jl. Poros Matakali, Desa Lebani, Kecamatan Maiwa, Kabupaten Enrekang

Menerangkan dengan sesungguhnya bahwa orang yang tersebut namanya di bawah ini:

Nama	: Mutmainna
NIM	: 19.1300.032
Program study	: Pendidikan Bahasa Inggris
Nama Universitas	: Institut Agama Islam (IAIN) Parepare

Benar-benar telah melaksanakan penelitian di UPT SMP Negeri 4 Maiwa terhitung mulai tanggal 28 Agustus s/d 28 September, dalam rangka penyusunan skripsi dengan judul "Enhancing Students' Vocabulary Mastery by Using Hunting Words Game at SMPN 4 Maiwa Enrekang"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Enrekang, 06 Oktober 2023
Kepala Sekolah

M. Murtadlo Hadisaputro, S.Pd.
NIP. 19191690514 199803 1 013

XLVI

CURRICULUM VITAE

Mutmainna. The researcher was born in Lebani, South Sulawesi on 22th September 2001. She is the second child of four siblings. She has three brothers. Her father's name is Mansur Malli and her mother's name is Munira Darisa. The researcher is a student of the English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study in 2007 at SDN 154 Lebani, and graduated in 2013. In the same year, she studied in Junior High School 2 Bolli and graduated in 2016. I the same year she continued her study at Senior High School 4 Enrekang and graduated in 2019. She continued her studies at Tarbiyah Faculty of IAIN Parepare and completed her study with her thesis with the title" Enhancing Students' Vocabulary Mastery by Using Hunting Words Game at SMPN 4 Maiwa Enrekang".